DOCUMENT RESUME

ED 029 812 24 SP 002 570

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Field Research and Development of Materials for 1968 National Conference of School Board Members Serving City and Rural Communities, North and South.

Scholarship, Education, and Defense Fund for Racial Equality, New York, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No-BR-8-0800

Pub Date Oct 68

Contract-OEC-0-8-080800-4492-010

Note-76p.

EDRS Price MF-$0.50 HC-$3.90

Descriptors-*Boards of Education, Curriculum, Educational Needs, Instructional Aids, *Leadership Training, *Negroes

Identifiers-Scholarship Education Defense Fund for Racial Equa, SEDFRE

This document summarizes the preparations made by the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE) for a January 1969 National Conference of Black School Board Members. A brief introductory section overviews the four-month planning period, which developed broad Conference objectives (helping Negro members better understand school problems and equipping them with such skills as strategy planning to improve education for minority group students) and particularized those objectives on the basis of questionnaire responses from prospective participants. The questionnaire and an analysis of 12 replies appear in appendix B. The two remaining appendixes, comprising the major portion of the document, contain minutes of the two planning committee meetings, a Conference prospectus and detailed draft curriculum, and a case-study training exercise ("Change Comes to Trenton Schools in 1968") to be used by Conference leaders to instruct school board members in factfinding, procedure, and strategy and to encourage their collaboration with community activists on objectives. SP 002 711 is a related document. (LP)

ED029812

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FINAL REPORT

Project # 8-0800

Contract # OEC-0-8-080800-4492 (010)

FIELD RESEARCH AND DEVELOPMENT OF MATERIALS FOR 1968 NATIONAL CONFERENCE OF SCHOOL BOARD MEMBERS SERVING CITY AND RURAL COMMUNITIES, NORTH AND SOUTH

BY

Ronnie M. Moore

SCHOLARSHIP, EDUCATION AND DEFENSE FUND FOR RACIAL EQUALITY, INC.

NEW YORK, NEW YORK

October 20, 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare, Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Office of Education
Bureau of Research

SP002570

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I. Introductory session: summary

This project was undertaken to develop tools for improving the skills, effectiveness and understanding of Negro school board members. The Scholarship, Education and Defense Fund for Racial Equality (SEDFRE) used the four-month grant period to develop a variety of teaching aids and useful self-help materials for use at a conference it is sponsoring: the National Conference of Black School Board Members. This will take place January 30-February 2 at Airlie House in Warrenton, Virginia. Some 200 men and women are expected to participate. Conference faculty will include top-level government and professional experts in education, and experienced Negro school-board members and educators.

A special questionnaire-survey was designed and distributed, through field interviews and mailings. The questionnaire provides information about the applicant, and also clues on his preferences for a conference curriculum matching his specific needs. An extensive list of black school board members was secured. Materials were developed after responses had begun coming in and analysis was made of the questionnaire-surveys. In addition, a Planning Committee was appointed, and met for two weekends during the grant period. The Committee gave SEDFRE staff valuable guidance on the goals of the conference, and on curriculum and materials development.

Two important items were produced in working drafts during the grant period: a draft curriculum, and a case-study of Trenton, N. J. to serve as a training exercise in strategy planning. Other needed materials were designed, assigned and are in varying stages of progress.

Submitted concurrently with this report and available through the ERIC system are the first three in a continuing series of simple how-to manuals for skilled community action. These are: Political Strength--How to Get It; Negotiation--A Tool for Change; and How to Raise Money for Community Action. Each will be used in skill workshops at the forthcoming Conference, in some instances with an accompanying sheet of specific guidelines for school-board members. An additional manual on public relations is in production. Also available in this fashion is a 38-page SEDFRE Report, "1967 School Board Seminar for Newly Elected Members of Southern School Boards."

1969 Conference materials, when completed and produced, will be assembled into training kits. These materials kits will be available to all who may find them of practical value: new school board members, candidates, teachers, principals, administrators, parent-association and other community leaders.

In addition, the systematic research and development procedures followed during the grant period will provide the basis for a planning kit, to help other groups repeat SEDFRE's experience of planning its National School Board Conference for smaller workshops,

to be convened region by region.

II. Major activities and accomplishments during grant period

A. Planning Committee of 11 members was appointed and convened for two weekend meetings, producing agreement on 1) goals of a Conference of Black School Board Members, 2) guidelines for a curriculum and training design, and 3) recommendations of appropriate resource persons. The 11 Planning Committee members also gave SEDFRE the nucleus of a committed volunteer faculty to serve at the 1969 Conference in well-defined and clearly understood functions. (See Appendix A for minutes, list of recommended resource persons.)

B. Questionnaire-survey was developed, field tested, approved by Office of Education project officer. The survey form was distributed to some 200 to 250 school-board members and candidates -- some via field interviews, some via mailings. A list of some 200 names and addresses of black school-board members was compiled for the mailing after months of research. Queries and field information continue to bring in additional names and questionnaire replies. An early test of the questionnaire form enabled SEDFRE to analyze a dozen responses for curriculum implications before the second Planning Committee meeting. At the end of October, close to 70 replies were in hand; these are being analyzed for curriculum emphases. (See sample questionnaire-survey, analysis of early results, state breakdown of replies received through October in Appendix B.)

C. The materials consultant hired for the grant period completed the questionnaire form, a case study on Trenton, N. J.; a Conference prospectus; a series of agenda items and exercises; a draft curriculum. An overall design for materials needed was also completed. Work is underway and will continue on the variety of specific materials being created for the Conference in line with 1) Planning Committee recommendations, 2) participant preferences, and 3) curriculum and follow-up needs. (See Appendix C for Trenton case study; agenda items; curriculum; list of exercises, discussion stimulators, take-home manuals, guidelines and other materials being specially developed or assembled.)

III. Problems

A. Departures from original plan

1) Two Planning Committee meetings, instead of the three projected, proved sufficient to the task and more reasonable in the allotted time period.

2) There were 11 members rather than the nine proposed for the Planning Committee.

3) A selected and more limited group of non-school board members will be invited to the Conference as resource persons, rather than as participant-trainees, as originally planned. The Planning Committee felt this shift was necessary in order to keep the total number of participants down to optimum size.

4) Title of the proposed conference was changed, by addition of the explicit word "black." The August 1967 School Board Seminar was labeled for "Newly Elected" officials and drew in fact all Negro trainees. The forthcoming meeting will be designated a National Conference of Black School Board Members.

5) Date of conference also shifted from 1968 to 1969, for practical reasons. Tentative date is set for January 16-19.

B. Special problems encountered or expected in future

1) Black school-board member emphasis is preferred -- by the Planning Committee for philosophic reasons, and by SEDFRE staff for practical teaching considerations. It was felt that Spanish-speaking or American Indian candidates could not be added simply: representatives of these increasingly assertive ethnic communities had not been in on the ground floor of planning. The general feeling is that the problems confronting Negro school board officials north and south, urban and rural, are complicated and conflicting enough in themselves; to introduce other groups would detract from this Conference's great potential for constructive, unified action and a comfortable environment in which to carry out effective leadership and skill training.

2) All speakers and materials at this Conference must be fully attuned to the explicit and well-defined goals of this undertaking. Emphasis must be on how to understand and manipulate the educational system for the benefit of impoverished or discriminated-against pupils. Standard presentations on the advantages of Federal programs must be adapted to this emphasis, and kept both brief and pointed to the participants' express needs. Teaching will not be directed at making people comfortable with the status quo, but rather at equipping them to make the best features of the system work better for them and their black constituents -- or at encouraging them to demand needed modifications when the system cannot function adequately for the needs of black pupils.

IV. Significant findings and events

A. Field Research: compiling the most extensive list in existence of black school board officials throughout the nation; devising, distributing and analyzing questionnaire-surveys; assimilating Planning Committee deliberations and decisions into defined Conference goals, curriculum and supportive materials.

1) Surprisingly, the most informed estimate is that in all, there will be some 500 Negroes serving on local school boards by January 1969. SEDFRE has, with difficulty, collected names and addresses of some 200 board members and candidates, reaching each of these with a questionnaire survey. Even at this early stage (November 1968), we have in hand 69 replies from 18 states. Our goal is to reach as many of the 500 as we can locate through continuing efforts, and select a final 180 board members and candidates for training at a National Conference of Black School Board Members.

2) An early scanning of the 69 responses in hand shows that applicants from both North and South are strikingly desirous of learning how they may better serve the needs of Negro pupils. Curriculum preferences confirm the validity of the Planning Committee's stress on increasing the accountability of the black school board member to the community he represents. While the problems of public education and the means of dealing with them differ sharply from North to South, increased accountability to the Negro community is a common thread binding together the two groups of trainees. A systematic tabulation of applicants' preferred informational or skill-training sessions will enable us to bring the first-draft curriculum into concordance with participant needs as expressed on the questionnaire-survey. Allowance has also been made for on-the-spot revision of the curriculum after the participants engage in a goal-setting session.

B. Materials

A number of basic tools were developed, which will enable SEDFRE to produce the additional needed materials for the Conference in the coming months.

First, the questionnaire-survey was developed, giving us an instrument for informed candidate selection and for a curriculum taking the participants' express needs and preferences into full account.

Second, a case-study training exercise was developed around

the experience of Trenton, N. J., where a black superintendent of schools won appointment in August 1968. Aims: to promote a broad understanding of the multiple problems confronting schools today, and to develop a better recognition of the importance of strategic planning in community action. The goal of the study is to encourage minority-group school-board officials and community activists to collaborate despite ideological differences, to achieve one specific objective on which all agree, to accomplish the change of one thing in an educational system.

Third, a Prospectus describing the Conference was prepared for use in contacting persons and others interested in the undertaking.

Fourth, two kits of planning materials were prepared, one for each Planning Committee Meeting. Kit #1 included a Report on SEDFRE's Seminar for Newly Elected Southern School Officials, out of which the projected National Conference grew; the agenda, methodology and actual content of this Conference was essential background material for this group of planners. (This 38-page SEDFRE Report on the 1967 Seminar for Newly Elected Southern Officials was submitted separately and is available through ERIC.) The kit also included a copy of the drafted questionnaire-survey; a book excerpt on the goals of education, a draft of the Trenton case study, sample lists of agenda topics and case-study suggestions, an evaluation sheet from the 1967 seminar, and for follow-up discussions, a copy of SEDFRE's newly funded Technical Assistance Program for Newly Elected Public Officials. Three SEDFRE how-to manuals were also included in this first kit and are being submitted separately with this Report so they may be available simultaneously through the ERIC system. They are: Political Strength-How to Get It (22 pp.); Negotiation-A Tool for Change (18 pp.); and How to Raise Money for Community Action (23 pp.). Kit #2 contained SEDFRE's working lists of black school-board members located to date; the minutes of the first meeting; an analysis of the first 12 questionnaire-survey replies received as they reflect curriculum preferences; and four suggested agenda items for criticism and development. The draft curriculum developed after the completion of the two Planning Committee meetings is serving as the staff's guide to further material development. A careful examination of the curriculum and the two accompanying lists of materials (Appendix C) offer a detailed description of work underway.

V. Staff utilization

School Board Seminar

6/20/68 - 10/20/68

Name	Title	Salary Rate	% of time or Consul.Days	Amount
Marvin Rich	Exec.Director	ann.$15,500	1/12	$1,275
Ronnie Moore	Dir.Leader. Training	" 11,500	1/12	958
James T.McCain	Staff Assoc.	10,500	3/12	2,525
Spiver Gordon	Staff Assoc.	7,350	1/12	612
Edward Cole	Staff Assoc.	7,000	1 week	135
Henry Smith	Staff Assoc.	9,500	2 weeks	365
Susie B. Waldman	Consultant	Daily $75	55 days	4,125

VI. Conclusion

Both the curriculum and materials are being designed to help all black school board members become more effective in answering the special needs of Negro pupils, teachers and administrators.

In some school systems (rural areas, most of the Southern and border states, suburban areas in the North, East and West), this means learning how to mount intensified drives toward school integration, guarding the interests of Negro pupils, teachers and administrators during the changeover from segregation to desegregation, integration and consolidation.

In other school systems (big cities with large ghetto areas), this often means something quite the opposite: intensified drives toward community control of schools designed to meet the individual needs and interests of black pupils. Today the urban trend among Negro educators, parents and other community leaders is to call for decentralization and community control. The stress is not on entering the educational establishment, but on making it more relevant and responsive to the black students it is serving.

The curriculum of SEDFRE's Conference is thus being designed to bridge these differences: to help school board members understand and appreciate their sharply distinctive needs, and to recognize the common goals which all share. Skill workshops are being designed to enhance the concrete techniques participants will need to use in order to effect needed reforms in their schools back home. Teaching exercises and take-home materials are being angled to take into full account current trends in public education, as expressed by both the Planning Committee and Conference applicants.

APPENDIX A

MINUTES OF TWO PLANNING COMMITTEE MEETINGS

Planning Committee Members:

Dr. John Brewer (at #1, #2)
Assistant Superintendent
Pittsburgh Public Schools

Dr. Aaron Brown (absent)
N.Y.C. Board of Education and
Long Island University

Joseph L. Howell (at #1)
Project Director
Research Council, Great Cities Program

William Holloway (at #2)
U.S. Department of Health, Education and Welfare

J. C. James (at #1)
U.S. Department of Health, Education and Welfare

M. Lee Montgomery (at #1, #2)
Office of Urban Affairs
Temple University

T. E. Patterson (at #1, #2)
Executive Secretary, Arkansas Teachers Association

Mrs. Evelyn Rich
N.Y.C. Public School Teacher

Samuel Simmons
U.S. Commission on Civil Rights

Gregory Simms
N. J. Community Action Training Institute

Jeanne Smith, M.D.
Englewood, N.J. School Board Member

Preston Wilcox
Chief Consultant
I.S. 201 Complex Community
Education Center

Staff:

Marvin Rich
Ronnie M. Moore
Susie B. Waldman

MINUTES
FIRST PLANNING COMMITTEE MEETING
(National Conference of School Board Members)

Saturday, September 7, 1968, 9:00 A.M.

Marvin Rich opened with some background of 1967 School Board Seminar which led into this, and recommended that Planning Committee members read awhile from kits which included report of 1967 Seminar, agenda of business for this meeting, lists of suggested curriculum items, materials to be developed, etc. -- all necessary background for discussion.

(Period of reading, getting acquainted with material)

I. REACHING BLACK SCHOOL BOARD MEMBERS TO PARTICIPATE: "LIST" PROBLEM

Everyone promised to help. Some specifics of what we can expect:
New Jersey: 16 black school board members
Contact with Association of School Board Members: George Hutt, Philadelphia.
J. C. James, Office of Education, promised to take on Region IV, Atlanta Region of 6 states - "relatively simple" -- and to approach other Regions and ask them to make a survey.

Simms: (Suggests) we try tapping OEO structures which could get such information for north: Community Action newspaper, or National Association of Community Development. (Might be late for this year, but could set up system for future years.)

Howell: (Promises) to cover 16 large cities. Will try also to cover the 40 next-size cities as well.

Patterson and others mentioned specific state teacher organizations and names which might prove helpful sources.

Marvin Rich outlined procedure: SEDFRE will get out what we can immediately, send each planning committee list as we go along and ask for more.

II. SIZE AND PARTICIPANTS

Marvin Rich explained money factor and teaching factor as main determinants of size. A conference numbering 200 would cost roughly $40,000-$50,000. Maximum we feel good for teaching purposes runs between 200 and 250.

Sam Simmons, on question of "other" participants (including students), pointed out that group could grow to 700 or 900 as

word got around. All agreed with Greg Simms' suggestion that others be invited not as participants, but as resource persons.

Structure problem.

Sam Simmons: 2 contents biggest problem.

Marvin: Thought of having optional workshops for Northern and Southern.

James: Division is rural vs. big city as much as North vs. South. Atlanta much the same as Northern big-city school system. More like Detroit than rural South.

Brewer: Common denominators in big city North, big city South; rural north and rural south. And there are common problems for all. Must be a national coalition, joint thinking. Must be hammered out in black conference like this.

This discussion ended in agreement to limit participation to school board members, to limit size of conference. Others are important, but should be selectively invited as resource persons. As Brewer stressed, confrontations with teenagers, militants, etc., are very relevant. It was agreed to discuss curriculum and program first, and then to set length and cost.

III. TOPIC SUGGESTIONS

A. <u>Personnel</u>

Evie Rich: Recruiting competent personnel, from superintendent down to teacher, is a critical educational need. Is this a function of the Board? If so, how can we help the board member recruit the right kind of people?

Trainees need the ability to identify able, competent superintendent who in turn will hire the right person.

Brewer explains emasculation of school board by top school staff. Staff can take board policy and twist and distort it on the way down. His point: All black school-board members should know their responsibilities if they serve on personnel committee re. policy that affects black kids.

James: Emphasize importance of black school board members getting on personnel committees.

B. <u>Strategies for Basic Change</u>

Brewer: Suggests this above heading as topic. Simms suggests "Tactical Procedures" (push the button

to the community groups) as the basis for a half-day session, suggesting Dr. Eugene Youngue, psychiatrist, who spearheaded action in Pittsburgh.

C. School Financing

Simmons: This should get a big block of time: half a day possibly. Should include federal aid, changes in administrative practices. Detroit is suing the state over the amount given to disadvantaged youngsters -- also California.

Point: How this damn system operates and how you get good out of it. Key is money.

Marvin Rich: Little margin: need to read budget...look for other sources.

Brewer: Subtleties: dig deeper. Black board members naive and must recognize when they have superintendent who won't touch federal funds out of fear of opening a whole can of worms.

Must tell trainees which key Board committees to push for.

Marvin Rich: Which are important, and which are a crock?

IMPORTANT COMMITTEES: PERSONNEL, FINANCE and CURRICULUM (includes site selection, which gets back eventually to finance) (Human Relations a crock)

SEDFRE staff will add a question to its drafted survey questionnaire:

"What committees do you serve on? Are you a member or are you a chairman?"

D. Parent and Community Organization

Evelyn Rich: In NYC, built school where we (organized parents) wanted it. Great school. Parents and community CAN overcome even a monolithic establishment.

Simmons: Black school board member must realize that there are people on the outside who can help them. Too often, just go along with the system. Must use outside resources to beat or modify system to work for black kids.

E. Accountability and Followup

Montgomery: Need to teach board member how to develop for himself a team of resource people. To deal with subtleties.

Brewer: Coalition idea -- when problem comes up, board member should be able to phone other black school board member who has gone through similar problem.

Simmons: Not ultimately a matter of getting a black member on every school board. Washington's board, with a majority of blacks, is bad. Ultimately it is: What will give my black kid a better shake.

Accountability is the real problem. Need to have a few responsible parents overlooking Board business and involved in policy decisions.

Accountability can't be explained in strictly racial terms. Anyone running the system ultimately has to be watched. We need not just skillful and sly manipulators -- but good, trustworthy people. Not all color.

Marvin: How do we get at this in Conference format?

Brewer: Trainees will not be aware of where their boards are being emasculated, where their own levers of power are. When they see what the system is about, they begin to grow. Important to get the right guys to Conference and give them important roles to play.

Suggestion: Board member in cities must be responsible for his own survival. (Preston Wilcox - North)

Suggestion: Board member in rural areas must develop responsibility. (Howard Fuller - South)

Marvin Rich, Comment and Interim Summary:

Imposed accountability as well as legal accountability. Asking trainees to develop a greater responsiveness to needs which may not yet be articulated...a trainer's dream!

Summary:

1. Non-schoolboard members better as resource persons

than trainees
2. Rural and big-city 2 structures
3. Need to figure out content first
4. Committee stuff--making board function
5. Discussion of accountability, responsiveness
6. Little talk of possible outcomes of Conference: coalition
7. Faculty people who have demonstrated responsibility

Windup of discussion on accountability:

James: At first appointment, black school board member is so happy to be there, knocking themselves out to be part of establishment. Need to know responsibility they have to rock the boat.

Evie: Opponents of the system can influence the system: example of Galamison appointment.

Windup of discussion on followup:

Simms: Have staff to keep contact. Follow-up essential.

Simmons: If SEDFRE's Technical Action Plan funded, would do it.

F. <u>Education, Relevant Type</u>

James: Nothing yet said about education: must focus on education.

E. Rich: Discussion so far more procedural than substantive; focus on selection of personnel important substantively, but also curriculum and training are key. Should concern itself with substance too. One conference can't do both. Better to show what it <u>ought</u> to be instead of what it is.

Howell: Procedure meaningless unless you know what they relate to. Okay to stress procedure, but always related to relevance and substance. Many trainees got in for political reasons: not even high school graduates. It is a school board, and its main concern, education.

E. Rich (Recommends) guidelines providing valid criteria to good curriculum. To help trainees not only ask the right questions, but know what kind of answers to expect.

Illustration of going into principal's office

and saying program is not meeting needs X, Y and Z. He says okay, get some people together and write it down.

Simmons: Focus on what is the <u>product</u> you want. Don't focus on way you get it.

Brewer: Also must equip school board members with good solid answers. Others will come at him with information on why black children can't learn. He must be able to say, "That's your problem; I want results."

Montgomery: Need to develop resource team to serve them. (Again the team suggestion.)

Brewer: Use black colleges. Don't go in there (to superintendent) naked. Black Think Tank.

Greg Simms: Would we set up Black Think Tank in South?

Brewer: Yes. Need human pool they can tap. I'm setting one up in Pittsburgh. Reputable black knowledge base...enabling kids to be damn militant but damn sensible. (for proposal writing, togetherness, coalition)

Howell: Structure two-faceted conference for follow-up:

1	2
Facts and information to arrive at right judgment	Political strength to enforce right point of view

Simmons:
1. What kind of product they expect to come out of educational institution
2. Understanding how establishment works, where it must be changed to produce product we expect

Brewer: Must convince them they have a problem.

E. Rich (Restating)
1. How the system works (finance, politics)
2. What is wanted (product)
3. How to manipulate

G. <u>What Do We Want</u>?

Patterson: Attitudinal problem. Once you start confronting, can't relax. Must see problem or situation gels and he binds himself in too tight to move later.

Must consider attitudes of both white and Negro.

Marvin: Being school board member a process. No single victory enough. Yet, can't talk so much about process that you frighten people. Each victory more an opportunity toward an end. Cooperation or communication with other groups in community is crucial too. Not easy.

TEACHING METHODS

Howell: Experienced school board members teaching.

Marvin: Approach that works with Southerners is personal experience, case histories. Will this work in North?

James: Two members in Americus, Georgia. Developing plan for complete integration of schools in America.

Question raised on inclusion of the topic of Integration/ Desegregation. Touchy.

Simmons: Can't answer questions, but mustn't avoid them.

Brewer: Can give them honest information on what has happened.

Greg Simms: Will have to group participants to deal effectively with issue in small groups.

NORTH

U			R
R	A	B	U
B			R
A	C	D	A
N			L

SOUTH

Simmons: Important to mix Southern and Northern urbans.

Brewer: May be times, too, when you want to split urban into North and South. (Illustrates by ladders showing different levels at which Negro and white teachers are placed on social ladder.)

SATURDAY AFTERNOON, September 7, 1968 -- A few highlights.

Simmons: Desegregation, Integration, Compensatory Education. Will have to deal with each and let people know full implications so they will at least be intelligent about them. Can't give answers.

Simms: The vanishing black administrator in the South the other side of the coin of the needed black administrator in the North (Trenton).

Case study from South: Patterson on Arkansas, James on Kentucky. Both will help.

Wilcox: Informal network that kept white school system alive disappears when blacks organize - like IS 201. Think this represents a phenomenon that will take place more and more as black leadership takes over. Have to create a whole new thing when everything is withdrawn: the Belgian Congo syndrome.

Simmons: (Corroborates this with) Cleveland and Gary, too. Mayors took over something sick. Dollar-a-year men never came around to ask Hatcher and Stokes what they could do.

Wilcox and Smith: Importance of tracking, homogeneous grouping, as agenda items.

Restatement of Objectives (Simmons, Evie Rich):

1. How does educational system operate today?

2. What kind of product do we want?

3. How can we manipulate the system that exists to achieve the product that we want?

Three small groups set up to deal in morning sessions with three above objectives.

SUNDAY, SEPTEMBER 8, 1968 Small Group Meeting: Patterson, James, Waldman

Topic #1 -- What It Is -- with emphasis on southern and rural, where we have less information

Theme: (Patterson)

Basically trying to wrest equal opportunities.

Stepladder of who suffers during unification of black and white schools in South, etc.

1. When classes are mixed (desegregation), burden is on the Negro student.

2. In unification or consolidation (integration), burden shifts to Negro teachers.

   For staff of newly integrated school, superintendent will look for best teacher. Negro kids lose their best and suffer.

   Tendency to take "best" also works out often to mean one who is whitest, or one who can get to board member; not necessarily best teacher of black kids.

Collection of possible case studies or discussion cases from Patterson and James.

MORRILTON, ARKANSAS

In 65-66, Freedom of Choice led into siguation of single high school for all kids. Situation arose over the staff of the formerly Negro school...

CHAPEL HILL, NORTH CAROLINA

An Office of Education "success story," with resource person suggested in Chapel Hill, Ann Boyd, Southern Education Foundation...

What are the problems?

-- Decline in public support of Chapel Hill schools.
-- Disintegration of Negro parent-teacher associations.
-- Need to revitalize Negro parent interest.
-- Disparity in achievement levels.

Theme: (JC)

The more Negroes, the more difficult the problem of effecting changes in the system. True both North and South. In rural South, whites won't give up inch of control.

CASE ON SALARY EQUALIZATION AND PERSONNEL IN ARKANSAS for Carl Rachlin. State Association is the problem, and Patterson wants to know whether he can get some legal help.

Query: What would be useful in the way of a legal compilation for everyone?

JC: Include a copy of Office of Education Guidelines.

Pat: In Arkansas, recommend that every school board write its policies down and distribute to every teacher in the system. One board wrote in their policies that no teachers would be dismissed in the process of consolidation. Then this same board fired 4 or 5 teachers in the last school consolidation in violation of its own written policy. No one complained. But written policy could be useful in court.

JC: (Also suggests) including for trainees copies of Civil Rights Law of 1964. Points out that The State Department of Education is required to sign assurances of compliance under Title VI of Civil Rights Act of '64, just like the districts. Can get them on this if someone willing to challenge

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Theme: North-South Differences -- The Way It Is

Pat: In South, not moving to achieve unification for equal educational opportunity...they're complying to get federal funds to use throughout system...It's a pass-the-buck deal: white pressure is on not to do any more than your neighbor, not to do any more than is absolutely necessary.

JC: Spread it around, with leftovers, as usual, going to the disadvantaged, instead of the reverse, which is the intention: disadvantaged getting their needs first, then rest spread around. Last considered, Negro and poor.

Many superintendents say: I want a court order -- take me to court. Takes the heat off them. There is, rarely, a superintendent or a board who are seriously concerned and willing to move. However, even these are afraid to do so because of community pressure. Court order gives such people leverage to act.

FORT SMITH, ARKANSAS

It was announced in advance of the opening of schools in 1966 that the Negro high school was to be closed. Children were to go into two white high schools. Nothing was said about the faculty. The guidance counselor wound up as the sole appointment: was taken on as a classroom teacher... After action, felt themselves unjustly treated. Group of teachers and principals had not spoken to superintendent and school board. Eventually teachers were assigned to existing high schools in Fort Smith. Pressure came from staff itself. Problem was not as great as it had seemed. Principal resigned.

MCNEIL, ARKANSAS

Enrollment here is 2 to 1, Negro over white. HEW ordered faculty integration. In April, superintendent said they'd fire 4 Negro teachers, put in 4 white. In May, added principal to that list. Pat was invited down...

Pat's comment: All black student body, all white (gradually) staff. Four, one at a time. Principal didn't holler till got down to his neck.

Comment on State Department of Education, where many former Negro principals land and which is used as something to brag on: No promotions of Negroes on state boards.

JC on problems at national, legislative level:
Mustn't overlook problem of Congress: insufficient appropriations, or strings that weaken good tools....

Told us then about current move toward re-centralization of OE programs, particularly those under the EASY act. Pressure from education lobby.

Two years ago, Congress insisted on decentralizing these programs. Pressure from Congress for more state control over government programs.

As of September 1968, because of pressure from the NEA, National Association of School Boards, American Association of School Administrators and State Department of Education people, these programs are being re-centralized, brought back to Washington.

They want this because can get more mileage from Washington pressuring Congress than from separate states. (Official excuse is administrative inefficiency of decentralized operation.)

Pressure groups have been able to dictate again to HEW.

(At this point, query was raised about what was a more desirable goal: centralized or state-by-state. What kind of policy would make sense to recommend if there was such a body as the black coalition?)

Pat on policy for potential national coalition of black educators:
Continue categorical aid until we have sufficient blacks in our State Departments of Education.

SUNDAY MORNING, TOTAL GROUP SESSION

(After Group #1 Report on Southern case studies materials)

Simmons: Important thing to know is: how does the system operate informally. Must know role of teacher associations.

Montgomery: Must know how system is 1) supposed to operate, 2) actually operates, and 3) how to get most out of it, make it work for us.

Ronnie: What black people want. Dealing with black school board officials, many of whom DO want to deal within system. Also must get them to evaluate system.

Patterson: Not asking for anything but "gimme-what's-mine." In the North, it's what I want plus what's more. In Southern Schools, teachers don't have tenure. (Northern black community)

Synthesis: Northerners have got power. Pat's power is the law and the regulations.

Need way to present 1) rules of game, 2) how it operates, 3) how to work between. Develop your power to use whatever is appropriate. Key is right kind of faculty. Suggestion for Southern content: Marian Wright.

Ronnie: Survey can help diagnose where each participant is at: must see how rapidly they can move. Must deal with people in their present condition.

Decision to discuss how educational system works. Techniques and approaches will be worked out at next planning committee meeting.

#2 REPORT: KIND OF PRODUCT (Jeanne Smith and Evie Rich reporters)

Covered areas to be discussed, and materials suggestions.

1. What are the goals of education?

   a) to survive economically
   b) political functioning
   c) in relation to community in which he lives
   d) in relation to himself as an individual

Is there a difference in goals re black students and white students? Identify different approaches.

How to establish framework in which to achieve these goals for black students:

1) Curriculum planning material developed, like Evie's course, and put together for people to criticize, work with, take home.
2) Textbooks which begin to approach the desired. Also should be made available to school board members. Get sample copies donated by publishers.

Key role of personnel. Needs radical change.

Conference suggestion: Ways of helping board member on Personnel Committee to help identify good change-producing people.

Materials on curriculum development. Good discussion starter would be excerpts from Wilcox paper from Black Power Conference. Simms Textbook Study: model for others to follow. New introduction, cover sheet, "This can be done in any community."

Liaison between black school board members and students re opportunities on higher education for black students

---

Various upcoming meetings noted where people would use contacts to help spread word about School Board Member Conference, lining up trainees, etc.

#3 REPORT (Howell)

NIGRA

Attitudes

Information

Skills

Resources

Strategies

BLACK

EFFECTIVE BLACK BOARD MEMBER CHART

Attitudes and resources:

Chart represents white Nigra moving down to Black effective person.

Reporter: Sam Simmons

Information

Trainees must understand that racism is a system of subordination and exploitation: ways to understand and use...

-- Board member must be an advocate - in black community, on Board
-- Skill of negotiations important
-- Need to develop skill of listening or intelligence-gathering
-- Analyze intelligence gathered

Emphasis on skilled discussion leaders at Conference: emphasis on attitudes. Groups of 5 or 6 with jobs to do.

Discussion on whether the Conference should be all black:
Whites should be used at the Conference only where they have clearly-defined functions to perform.

Planning committee can serve as discussion leaders. To produce product to be given to total group for some purpose or other.

Next Planning Committee set for Friday night and all day Saturday, September 27-28, in New York City. Dr. Holloway will substitute for Mr. James. Preston Wilcox cannot come.

MINUTES
SECOND PLANNING COMMITTEE MEETING
(National Conference of School Board Members)

September 27-28, 1968 - Holiday Inn, N.Y.C.

Present:

Dr. John Brewer (Pittsburgh)
Dr. William Holloway (Office of Education)
M. Lee Montgomery (Temple University)
T. E. Patterson (Arkansas Teachers Association)
Mrs. Evelyn Rich (N.Y.C. classroom teacher)
Samuel J. Simmons (Commission on Civil Rights
Gregory Simms (N.J. Community Action Training Institute)
Dr. Jeanne Smith (Englewood, N.J. Board Member)

SEDFRE STAFF:
Ronnie M. Moore, Chairman
Susie B. Waldman
Laree Bell

Friday, September 27 - 8:30 P.M.

The chairman suggested that committee members read minutes of first session, suggesting any necessary changes. Some time was spent in reading the minutes and in looking over other materials included in folders for this meeting. Everyone was interested primarily in four suggested agenda items, which had been developed largely out of points made at the first Planning Committee Meeting. It was decided to move directly into discussion of the curriculum in general and these four agenda items in particular.

One curriculum omission was noted: sufficient provision for a session providing information on titles under the Education Act, Civil Rights Act, NDEA, etc.: Federal and state aid. The group agreed that an idea was needed also for an opening session, and that the suggested agenda items had to be set in a useful order in a four-day curriculum.

Throughout the discussions, Committee members emphasized the urgency of introducing new concepts and goals to black school-board members: the thrust of this meeting was to design a plan for implanting attitude changes when trainees would be most receptive and ready to move.

I. Opening Session: Goal Definition

After some discussion of various alternatives (lecture, controversial keynote speech, involvement of people), it was decided to start where people are, with an emphasis on personal interaction among random small groups of participants. Design would be unstructured. Some 20 small groups of perhaps 10 would be asked to discuss problems, before them as school board members, and to come up with three goals. Opportunity for people to state goals of Conference in relation to agenda, and to redirect Conference if necessary.

It was felt important to let people interact at random with others, in comfortable loosening-up session. Then, later, can group them by regions, common problems and interests, etc.

II. Attitude Exploration (Agenda Item B)

This is a key session, and should follow the opener, it was decided. A considerable amount of time was spent in changing and refining the broad training design suggested.

A. Discussion Highlights

Mr. Simms suggested that chart of phrases needs a plus or minus next to each phrase to indicate a spread of values. This raised considerable discussion. Messrs. Brewer, Montgomery and Moore assigned key words to each box to clarify the values represented:

White Folks Are Evil (racism)
Black Is Beautiful (self-identity)
People Are People (humanism)
You Can't Understand a Nigger (coloredness)
God Made All Men Equal (escapism)
Burn, Baby, Burn (desperation)
Negroes (interpretation)
Black Americans (nationalism)
Education Is The Answer (integration-assimilation tools)
Black Power (survival)
Green Power (status)

Committee members reacted differently on what was the intent of the exercise: "a quiz...no matter what they pick, should wind up where we want them to"..."not making a judgment; just finding out where people are." Could pick a category out of curiosity, Mr. Montgomery pointed out. Could pick for many reasons, Mr. Moore agreed.

Mr. Moore then asked: What is the end product of this exercise?

--Mr. Simms: To bring racism on the floor and what it means to us on board.

--Mr. Montgomery: To make people sensitive to all these things, and aware of the various attitudes within the black community. Plus what Greg Simms says.

--Mr. Patterson: To foster communication and unity between "Colored" and "black" -- you up here, me down there. We want inclusion, a foot into the system, etc.; you up North want a little bit of exclusion, power.

B. Decisions

1. Grouping: Use same random small groups as in opening session.

2. Assignment: Give each group this training exercise on a sheet similar to Item B, to serve as a discussion stimulator. Their task will be to act as a planning committee, deciding what it means by assigning pluses and minuses to each phrase.

3. Resource people, or trainers suggested: Planning Committee members. Notes of this session will be made available to them.

4. Materials suggested: Basically the exercise as presented to planning committee (except that people will not have to choose a phrase, but will be in their Opening Session groupings).

III. Basic Information (Agenda Item C)

A. Discussion Highlights

Dr. Brewer read from a speech by an urban school superintendent to give the group some insight into what will be the new thrust of the opposition. (Copy of notes available to committee members on request.)

Preliminary discussion of the basic information session stressed the necessity of dealing with such thinking and strategy. Dr. Brewer favored extracting three or four concepts and letting black board members know in advance what sort of talk they would be subjected to. Mr. Simms suggested an economic strategy: compiling a list of black contractors to distribute to school board participants--to help divide up the pie better. All agreed that forcing local boards to comply on equal employment in contracts could be a fine concrete way of demonstrating black accountability. Mr. Montgomery suggested running a session entitled "Responsibilities and Kickbacks."

Saturday, September 28, 9:00 A.M.

After a brief review of Friday's talk for Sam Simmons, there was a lengthy discussion on the approach of this session: how to deal with basic information on the system. Dr. Brewer's concern with the need to address participants on the subtleties, and to make people angry produced a suggestion from him that the day start with plenum session remarks to shake up interest.

Exercise Suggestion

Mr. Simmons: If you want to deal with racism in any institution, certain basic reforms are needed. Must decide 1) on goals (basic reforms) and 2) who are the major actors. For instance, if policymaking and centralized education are the need, it is the Board members who are enablers. Or, if the need is massive programs to teach people to read and write better, the major actor is Congress.

We want to eliminate racism in education. Major strategies. Who are the key people to get in each of the 8 or however many areas in which we decide to move?

Could be laid out on paper for discussion leader to handle. Question really is the reform of educational establishment. Sacred practices of educational establishment, with same effect as overt racism, should be identified as targets requiring strategies for reform (we could come in with 8 or 10). In each we ask: who are the major actors? Congress, state legislature, board? (i.e., in New York City, Teachers Union not the major actor, but a major influence).

Then ask: What can you do
a) from shortrange point of view?
b) from longrange point of view?

In-depth examination shows that many problems turn out to be long-range, expensive problems.

Even all-black school situation would still require reforms in the educational establishment.

Reform rests at federal and state level, not at local board of education. The big enemy currently is the federal government (example of Guidelines in South being emasculated).

Reactions to Mr. Simmons' presentation 1) re-stressed importance of changing goals of education from white men's goals (this point should be dealt with in Attitude Exploration session); 2) posed the question of the order in which to tackle reform material: get them mad first, or give them basics first.

On importance of black Board Member being informed enough to guard against misuse of federal funds:

Simmons: Don't want us to waste too much time fighting over a dime. (Okay to get money for African studies and push dime from here to there.) Big city school districts must force state

legislators to do a real share: black board member has an important role to play here.

Group agreed to start where people are, then move on to other facts (broad Simmons picture), then broaden goals.

Only so much can be accomplished in one-day session. Holloway re-emphasized need for followup in state conference.

Simms: In our assumption on education, Education for Survival? or Education for Victory?

Simmons: Can't answer. Could spend whole Conference trying. Either way, you have to have basic reforms. I wouldn't get hung up on philosophical thing.

Simms: Need alternative to system in order to have a healthy system. At the moment, no alternatives.

Simmons: Shouldn't we explore some of these?

Moore: Where will you get someone to talk about alternatives?

Holloway: Problem lies to a large degree in State Departments of Education. They call superintendents, they tell legisnatures what to do.

Simmons: If trend continues, State Departments of Education will be key actors and here we are still fighting with Boards ...Must tell people to start looking at State Boards of Education.

The group next turned attention to workshop 2, on the educational product. Are we not getting too specific when we get into topics like team teaching machines, etc. Mr. Simmons asked. Dr. Smith: "Theoretically I shouldn't have to know all these education things. The way the system operates, I have to learn about them or too much can be put over on me." Mr. Simmons agreed that the black board member should know about ability grouping, for instance, but could not see the value of his spending time on films, teaching machines. Dr. Smith responded that the black board member must know that the teaching machine is not a teacher, and must be examined for the kind of programming, etc.

Patterson: Putting so much on this poor fellow (black board member participant in Conference) he'll be overwhelmed. Where can we kick off? Need one overall concept he can grasp. Be realistic. Don't get too sophisticated.

Simmons: Would not go into details. Would advise trainee to locate five good black people and say, Tell me what to look for, what needs to be done. Just want him to

identify important things and not get into the mire of detail.

Dr. Holloway suggested for follow-up a monthly newsletter explaining educational issues -- 10 or 12 topics could be covered this way.

B. Decisions

1. Two, rather than three, rotating workshops. Group decided to combine two of the three suggested workshops, 1) how the educational system operates and 2) manipulating the system.

   First workshop. Understanding and Manipulating the Educational System, will include the topics defined under 1) and 3), with one addition under the first workshop: "how the system operates," we will include "New Roles for Board Members (contracts and the economic pie)."

   Title of second workshop (The Educational Product) was changed to reflect group's desire not to get too deeply into the minutiae of educational concerns on matters like teaching techniques, etc. All agreed this workshop should be called Educational Policies.

2. One-day exercise on problem identification (product or policies), analysis (how do we get it) and strategy.

3. Grouping: The regional grouping suggested is not necessary. Four groups of 50 would still create too-large workshops. Could be broken down further with topic resource persons moving about from small group to small group rather than bunches of people on the move.

4. Workshop #1 (Understanding and Manipulating the System) will be run by Sam Simmons and John Brewer, with William Holloway. Mr. Simmons will put his ideas for this session down on paper and send them to SEDFRE staff, to adapt as an exercise, or to orient other resource persons.

   A number of names were suggested as resource persons for this session on "the system."

5. Workshop #2 (Educational Policies) will be run by a school board member who has been through the mill and a back-up partner or team of resource persons with expertise in educational matters.

   Various resource persons were suggested.

6. Materials: Will need discussion stimulator and take-home materials.

IV. School Board Committees (Agenda Item A)

A. Overall Training Design and Plenum Introduction to Workshops.

In Committee discussions both Friday night and Saturday, the suggestion of an hour lecture on Board Committee functions was poorly received -- stimulating some good suggestions for alternate openings.

All agreed Saturday that this session on Committee should come along fairly late in the Conference program, and should open with an experience, like a socio-drama.

For 10-minute lecture, suggestion was a team of Barbara Simmons and Julius Hobson. The group would split into four groups of 50 with four socio-dramas going on simultaneously. Trainers must accompany experts.

Materials: Three Manuals, to be developed with expert resource persons.

B. Three Individual Workshops on Key Committees.

1. Personnel Committee

It was decided to use the Trenton case study and a companion case on Washington to be developed with Kenneth Haskins in this workshop on Personnel Committees. Trainers: Lee Montgomery, Sam Simmons. Discussion stressed the need for a central clearing house and new ways to promote good black men within the schools. A variety of names of resource persons were suggested.

2. Finance Committee

The committee added the following to the definition of the Finance Committee session: "Familiarity with legislation Federal and state (National Defense Education Act, Civil Rights Act, Poverty programs, etc.)."

Two names were offered.

3. Curriculum (and Materials) Committee

Discussion centered on what the board member can do. Opportunities do come up, it was agreed: people should be made aware of potentialities.

On textbooks, Boards approve expenditures. In 16 or 17 Southern states, State Departments of Education

determine textbooks. Boards can exert some control in making choices -- but must know which books to choose. There is need for people to become knowledgeable about the variety of publishers of improved texts, not just the one or two presented to them.

SUGGESTION: Textbook Reviews, Voluntary Evening Seminar on Teaching Black History

a) Assign people to review textbooks and display best at Conference. Write every publisher for books to be reviewed: there is important new market here and publishers will cooperate. Get good screening panel to compile not just an ordinary black, multicultural list. No real relevance to life style when you simply change color of child in book illustration. Look critically at books, films, etc.

b) Set up good visual materials in room for voluntary evening seminars, with perhaps a panel of three of four teachers illustrating different techniques developed in various places for presenting black history without textbooks: by just laying it out visually and orally. Should be repeated several nights so word can get around and all participants who wish to may see total program on minorities in American Society. (Was done at Education and Race Conference and done well--but only a one-shot which many people missed.)

V. Skill Development (Agenda Item D)

The committee first discussed developing small socio-dramas or laboratory exercises for each of the eight skill workshops outlined.

Mr. Simmons suggested slicing it differently: translating a concern or complaint into an issue, acting on it. How do you sell issue, get support, manipulate it through board, etc.

Mr. Moore suggested using the Trenton and Washington case studies in the Committee session on Personnel, then following with individual skilll-development workshops on the following day.

The following names were suggested for skill development workshops:

For #6 (workshop education techniques) Dr. R. Grann Lloyd. Ronnie Moore will teach.

For #7 (research) John Brewer and Lee Montgomery will teach. Resource person: Norman Johnson.

For #8 (intergroup relations) Rev. James Jones of Los Angeles and George Hutt of Philadelphia on caucusing within NSBA meeting. Pressures, coalition: key committee appointments came out of this. (Also suggested: Georgiana Hardy, White L.A. Board Member.)

C. MISCELLANEOUS BUSINESS

Follow-Up:

For the kind of follow-up needed on manipulating the system, etc. it was felt that state, rather than regional, conferences would be the most logical and useful.

Participants:

Discussion of lists -- many names from little all-Negro satellite towns around big cities.

Discussion of whether to invite Spanish-speaking board members. Danger of winding up with black caucus, Puerto Rican caucus, brown (Mexican-American) caucus. Tend toward exclusion for practical reasons.

Site:

Easy arrangements: Airlie House. Puerto Rico being checked as alternative.

Date:

Target date January 1969.

Entertainment:

Movies, soul music, band -- general feeling for something that has nothing to do with the problem.

Materials:

Looseleaf format to enable SEDFRE to continue to communicate with trainees. To do this properly need foundation to underwrite.

In-Kind Help at Conference:

Simmons offers secretaries, materials, staff from Civil Service Commission. Office of Education will help too: not sure yet what we'll ask them for.

LIST OF RECOMMENDED RESOURCE PERSONS

Name & Address	Recommended by	Recommended for
Keith Baird Curriculum Coordinator Ocean Hill-Brownsville	Lee Montgomery	Basic information, session 2, on educational policies
Playthell Benjamin 101-D South 63rd St. Philadelphia (215) GR 6-7991	Montgomery	Curriculum Committee workshop (black history)
Marshall Brown	?	Basic info. session on how system operates
Mrs. Frankie Carson Burke Co. Pub. Schools Morganton, N.C. (in charge of revising social studies curriculum, deliberately writing in contributions of minorities. Aim: to influence State Department of Education)	William Holloway	Curriculum Committee, Educational Policies
John Churchville Freedom Library Day School 2064 Ridge Avenue Philadelphia (2 1/2-5 year olds, alternative system to pre-school program)	Montgomery	?
Claude D. Clapp Buffalo Board of Education Associate Supt. for Finance and Research	John Brewer	Finance Committee workshop
Dr. Kenneth Clark	Various committee members	#2 basic info workshop on educational policies
Mrs. Jane Cosby 124 W. Washington Lane Philadelphia eve: (215) GE 8-6093 day: LO 3-7705 (parent, 5 children)	Montgomery	Community resource person

Name & Address	Recommended by	Recommended for
Mrs. Marion Craig 468 South 22nd Street Columbus, Ohio 43205 (614) 253-8169 (mother with 7 children, active on school problems)	Montgomery	Community resource person
John DeSane 360 Liberty Road Englewood, N.J.	Jeanne Smith	Curriculum Committee, materials on black history, teaching with resources other than textbooks
Norman Dixon Southern University Louisiana (just left U. of Indiana, elementary school major, working on blackness in curric.)	Holloway	#2 basic info session on educational policies, Curriculum Committee
Miss Carolyn Fitchett Institute for Services to Education 55 Chapel St. Newton, Mass. (617) 969-4615 eve: 868-3497	Montgomery	Curriculum
Dr. Karl Gregory Wayne State University Detroit	Sam Simmons	Finance Committee; could do manual too
Kenneth W. Haskins Adams-Morgan Community School 1773 California St. NW Washington, D.C. 20009 (202) 462-4349	Montgomery	Source for Washington case study. Personnel Committee. Also Curriculum Committee(Urban League Street Academies)
Julius Hobson Washington, D.C.	Evelyn Rich	For lecture on Committees
Frederick Holiday Old Concord Road Lincoln, Mass. 01773 (617) CI 9-8252 (teacher, principal, administrative assistant to superintendent)	Montgomery	Personnel Committee, Educational Policies

Name & Address	Recommended by	Recommended for
George Hutt College Board Corp. 121 S. Broad St. Philadelphia (215) KI 6-5204	Montgomery	Educational policies
Norman Johnson 6934 Thomas Blvd. Pittsburgh (412) 261-5191 eve: 362-1716	Brewer	Skill workshop on research
Rev. James E. Jones Chairman, Board of Ed. Los Angeles (and Georgiana Hardy (white) of L.A. Board of Ed.)	Brewer	For skill workshop intergroup
Dr. R. Grann Lloyd Tennessee A & I University Chairman, Dept. of Business	Holloway	Skill workshop on workshop-education techniques
Rhody McCoy Ocean Hill-Brownsville Brooklyn	Montgomery	Basic info sessions #2, or #1 and #3 - also Personnel Committee
Jim McDonald Associate Dean Livingston College Rutgers University	?	Basic info session on system
Lawrence Moncrieff Pittsburgh School Board member	Brewer	for basic info session on system
J. Rupert Piccot NEA Washington	Holloway	Curriculum and materials; also, System
Dr. Alvin Poussaint Yale Medical School	Various committee members	for materials on informal structure, etc. (No one knows him as speaker, trainer)
Arthur & Carolyn Reese Ethel 1492 Atkinson Ave. Detroit, Mich. 48206 (AFT)	Simmons Montgomery	for basic info session on system

Name & Address	Recommended by	Recommended for
Dr. C. Waldo Scott Chief Surgeon Whittaker Hospital Newport News, Va.	Holloway	Basic info session on system
Barbara (Mrs.Sam) Simmons	Evelyn Rich	for basic info session on system; also, for lecture on Board Committees
Dr. Joshua Smith (Newton school district near Boston)	?	for Personnel Committee workshop
Cyril Tyson	Smith	Basic info session on educational practices
Bernard Watson Associate Superintendent Philadelphia Public Schools (215) 448-3000	Montgomery	Basic info, educational policies
Kenny Whitlock	Brewer	Educational policies
Preston Wilcox	Ronnie Moore and various committee members	For Curriculum committee workshop. Also for materials on informal structure, etc.
Dr. Wade Wilson, Pres. Cheney State College Cheney, Pa.	Montgomery	Personnel Committee workshop
Marian Wright Mississippi	various committee members	Basic info.session on the system(southern version)
Dr. Eugene Youngue Pittsburgh Board Member	Brewer	Basic info session on system

Scholarship, Education & Defense Fund For Racial Equality
164 Madison Avenue
New York, N.Y. 10016

APPENDIX B

QUESTIONNAIRE/INTERVIEW GUIDE

National Conference of School Board Members (1968-69)

Information For Participants and "Resource Persons"

This four-day Conference, to be scheduled for a Thursday-Sunday period during the 1968-69 school year, will bring together some 150-200 black school-board members and candidates from both Southern rural school districts and large-city ghetto neighborhoods. In addition, there will be a number of "resource persons" who are not members of school boards, but who are very much involved in public-school problems from different sides of the fence. Some will be active leaders of parent associations or other community organizations interested in education. Others will be Negro teachers, school principals or administrators. Each participant will be someone who is interested in good public-school policy. The faculty will include government education experts, lawyers, members of school boards, community activists, and professional trainers.

Conference workshops will be designed to accomplish three main purposes: (1) to develop the skills of school board members to deal more effectively with their school-board duties; (2) to discuss and better understand the major issues and problems plaguing public educators today; and (3) to identify and promote school programs and teaching techniques with a high degree of relevance for the Negro pupil.

To be effective, this Conference must deal with the real problems each participant faces in his or her own school district. The following questions are designed to give SEDFRE's training staff some idea of: (1) who you are; (2) what information and skills you would like to learn in order to perform your job more effectively; and (3) which discussion issues interest you most and relate most directly to the problems you face in your school and community.

I. PERSONAL INFORMATION QUESTIONS
(Answer all questions)

Name:_____ Telephone Number_____

Address:_____ City_____ State_____

How long have you lived in this school district?_____

If you are a "newcomer" to the area (five years or less), in what state did you live most of your life?_____

Occupation:_____ Years of schooling:_____

☐ Single ☐ Married Occupation of wife or husband:_____

Number of children:_____ Their age range_____ How many in public school____

Other relevant personal information _____

_____

II. EXPERIENCE IN RELATION TO SCHOOL-BOARD INTERESTS
(Answer either A or B)

A. Question for participants who ARE School Board Members or candidates

1. How did you win your school-board office?

☐ I was elected.

☐ I was appointed.

☐ I was recently a candidate, or plan to run for the school board in the future.

2. How long is your term of office?

My term runs from _____(month),_____(year),

until_____(month),_____(year).

3. How many years have you served on school boards altogether?_____

4. What Board Committees do you serve on? (Indicate whether you are a Committee Chairman or member) _____

5. How do you relate to other members of your school board?_____

_____

_____

_____

B. Question for "resource persons" -- participants who are NOT School Board Members.

Describe briefly the kind of dealings you have had, or are likely to have with school board members._____

_____

_____

_____

III. OTHER EXPERIENCE IN PUBLIC EDUCATION AND COMMUNITY SERVICE
(Answer all questions)

A. Have you ever been employed by the public schools? ☐ Yes ☐ No

If you answered yes, in what capacity?_____

_____

_____

B. Have you been active in voluntary parent-teacher organizations like the PTA, Congress of Parents, etc.? ☐ Yes ☐ No

If yes, what group?_____

For how long?_____

On what particular programs or goals were you working?_____

_____

C. Are you an active member of any professional education association?

☐ Yes ☐ No If yes, what group?_____

Length of membership _____ Special programs of interest

_____

D. Have you been active in community-organization or civil-rights action groups? ☐ Yes ☐ No

If yes, name the groups with which you have worked:_____

_____

Name any offices you have held _____

Describe the particular community programs on which you worked most actively:_____

_____

_____

IV. QUESTIONS TO HELP US PLAN A CONFERENCE AROUND YOUR SPECIAL NEEDS AND PROBLEMS

A. Many of the "teachers" at this Conference will be successful members of school boards who have learned by doing. You can profit from their experience. They got their expertise the hard way: by making mistakes, trying again, finding the techniques and skills that work best. You can learn much of what they learned at a Conference workshop.

To help us plan workshops that meet your situation, let us know now what your biggest problems are in public-school matters. We can then invite just the right people to help you and other participants deal more effectively with your specific problems.

Describe briefly the most important problem area in which you could use some help and add to the discussion yourself:_____

_____

_____

_____

B. What kind of discussion session do you feel would be most useful? (Read through the following list of suggested discussion issues and problems. We need to know what you think are the key issues in education today. Pick the three subjects which seem most vital to you. Check three, and number them 1, 2, and 3 in order of the importance you assign them).

☐ School desegregation and racial isolation.

☐ Getting the resources needed to create quality education in under-privileged schools.

☐ Decentralization and community involvement in local schools (new teaching techniques, hiring of non-white teachers, principals, revised curricula, and new textbooks, for example, to include black history, and related matters).

☐ Minority-group participation in school planning and administration.

☐ Use of paid teachers' aides in schools in underprivileged areas.

☐ Relationships between parent or community-groups and school-board members.

☐ Relationships between teacher, board-member and central administration.

☐ Implications of the Report of the National Advisory Commission On Civil Disorders (Kerner) and other new studies of racial unrest.

☐ Others (write in any other issue or pinpoint more clearly the key issue in public education today as you see it)._____

_____

_____

_____

C. What kind of information sessions would you find most useful? (CHECK whichever of the following suggestions interest you particularly. DOUBLECHECK those which seem to match your special needs).

☐ ☐ The special responsibilities of black school-board officials today.

☐ ☐ How to get schools in on Federal programs of assistance to local school districts (like remedial education for adults, job training and opportunities, special programs for underprivileged children).

☐ ☐ History of school boards in the United States

☐ ☐ Program planning and budgeting systems for school districts.

☐ ☐ Financing the schools: taxes, bonds, borrowing, contracts, and suits.

☐ ☐ Collective bargaining in public education.

☐ ☐ Selection of sites, facilities and teaching equipment.

☐ ☐ Separate workshops for regional problems

☐ ☐ New curriculum and textbook resources

☐ ☐ Others (write in any other suggestions for information sessions) _____

_____

_____

D. What kind of skills are you most eager to learn?
(Check any of the following skills which you want to develop and use effectively in your work for the community.

☐ Collaboration: cooperation with all community groups.

☐ Community organization within the minority-group community.

☐ Parliamentary procedures, leadership of meetings, participation in meetings.

☐ Negotiations tactics and strategy.

☐ Public speaking

☐ Fund raising

☐ Publicity and handling the press

☐ Research

☐ Bookkeeping and fiscal management

☐ Workshop-education techniques and practice in group training.

☐ Campaign skills and political strategy.

FACT SHEET ON PARTICIPANTS

FOR 1968 SCHOOL BOARD CONFERENCE

Field Staff Comments

_____
(name)

1. Does this person strike you as a good trainee? A good resource person? Explain. _____

_____

_____

_____

_____

2. Give your general impression of the person.

_____

_____

_____

_____

3. Rate his interest: Very good _____ Fair_____ None _____

_____
Signature of Field Representative

DO NOT WRITE BELOW THIS LINE

- -

Letter of invitation sent _____, 1968

Letter of acceptance received _____, 1968

Transportation via _____

Arrival_____Pick up _____

Departure _____Take back _____

_____
Signature of Leadership Development Director
8/1/68

APPENDIX B

ANALYSIS OF FIRST TWELVE REPLIES

(9 South Carolina, 3 Louisiana school board members or candidates)

IV. A. Special individual need or problem written in:

--School accreditation
--Voter registration, getting community to attend precinct meetings
--Getting out the runoff vote (how to get people to polls a second time)
--Implementation of 1964 CRA Act - quality education
--Equal allocations between Negro and white schools
--How does a black candidate get elected by a 93% white and racist constituency?
--How to get other Board members to deal with rather than evade problems

B. Issues and problems designated most vital for DISCUSSION SESSIONS:

--School desegregation and racial isolation	7
--Getting the resources needed to create quality education in underprivileged schools	11
--Decentralization and community involvement in local schools	7
--Minority-group participation in school planning and administration	3
--Use of paid teachers' aides in underprivileged areas	3
--Relationships between parent or community groups and school board members	3
--Relationships between teacher, board member and central administration	5
--Implications of the Kerner report and other new studies of racial unrest	2

C. What kind of INFORMATION SESSIONS would you find most useful?

--Special responsibilities of black schoolboard officials today	10
--How to get schools in on Federal programs of assistance to local school districts	10
--Program planning and budgeting systems	7
--Financing the schools	7
--Collective bargaining in public education	5
--Selection of sites, facilities and teaching equipment	8

--Separate workshops for regional problems	7

D. What kinds of skills are you most eager to learn?

--Intergroup relations: cooperation with all community groups	6
--Community organization within the minority group	4
--Parliamentary procedures, leadership of meetings, etc.	3
--Negotiations tactics and strategy	6
--Public speaking	2
--Fund raising	0
--Publicity and handling the press	3
--Research	4
--Bookkeeping and fiscal management	1
--Workshop-education techniques and practice in group training	5
--Campaign skills and political strategy	10

APPENDIX B

STATE BREAKDOWN OF REPLIES RECEIVED BEFORE NOV. 1, 1968

Alabama	3	Louisiana	7
Arkansas	4	Massachusetts	1
California	4	Michigan	1
Delaware	1	New Jersey	14
D.C.	3	New York	5
Florida	5	Pennsylvania	1
Indiana	1	South Carolina	11
Iowa	1	Texas	3
Kansas	1	Virginia	3

Total: 69 replies from 18 states

51 of these applicants are elected or appointed board members in these districts; 14 are candidates; 7 are resource-persons applicants.

APPENDIX C

DRAFT, TRENTON CASE STUDY

August 22, 1968

CHANGE COMES TO TRENTON SCHOOLS IN 1968

A Study in Factfinding, Procedure and Strategy

A Guide for Leaders

Purposes

To promote a broad understanding of the multiple problems confronting schools today, and to develop a better recognition of the importance of strategic planning in community action. The goal of the study is to encourage minority-group school-board officials and community activists to collaborate, despite ideological differences, to achieve one specific objective on which all agree. Thus, the aim of this learning assignment is to help grass-roots citizen-leaders concerned with education act in concert to accomplish the change of one thing in an educational system.

Design of Training Exercise

The following is a training design divided into five consecutive stages. Each stage opens with a total-group session, conducted by a Trainer and a Reader, and followed immediately by buzz sessions or small-group workshops, conducted in separate locations by an appointed discussion leader. Each buzz group should first select its discussion leader and reporter, to serve those functions throughout the case-study exercise. The trainer should be available to consult with buzz groups.

All professional Trainers involved in this case-study exercise should have on hand, and be well acquainted with, the following: Trenton Human Relations Council special High School Study report; sheet displaying records of qualifications of two final candidates of superintendent's post; Kerner Commission Report summary; letter to Trenton newspaper from two black School Board members; Black Teachers Organization petition for open hearing on finalists; reprint of procedures used by blue-panel committee seeking superintendency applicants; and pertinent editorials reprinted from Trenton press.

The Reader's script is set up like a story with a surprise ending, and is told in the following five chronological stages:

I. Fall 1967: Trenton Central High School

II. Pre-Christmas Trouble and a New Year

III. More Serious Disorders

IV. Spotlight on Key School Post: The Superintendency

V. Hard-Core Resistance to the Logical Winner

At each stage, the narrative is interrupted for a buzz session or brief small-group workshop. Suggestions are included for discussion questions and a problem on which each group must come to a decision. This exercise should terminate with an evaluation session rating the groups on their performances as strategists or tacticians.

INTRODUCTION

TRAINER:

The city of Trenton, while not a big city, has a full share of the many problems plaguing urban public-school systems. The year of 1968 saw a great deal happen in Trenton schools, and may prove a turning-point for public education there.

Our Reader, Mr. _____ _____, is going to tell you bit by bit what happened last year in this one city. The idea will be to pick out the parts of the story which can teach us how to look over and analyze events as they unfold...to map out a course of action which promises good results for minority-group youngsters from inner-city slum homes.

I'll stop the Reader at various stages of his story and give everyone a chance to talk over the situation up to that point. Small groups will be assigned to different spots. Each group will be asked to discuss certain questions, and to tackle a specific problem, deciding on a course of action. When we all get back together here, we'll hear reports from each group and discuss them. Then Mr. _____ _____ will go on with his story of the facts as they actually did develop in Trenton.

Stage I — FALL 1967: TRENTON CENTRAL HIGH SCHOOL

READER:

Like many other schools, Trenton Central High was heading for trouble -- though nobody but the students seemed aware of it.

This is a school with about 3,000 students, 45 percent white, 55 percent non-white. Many of the white students come from working-class families whose outlook is hardly cosmopolitan; they live, for the most part, in tight-knit ethnic groups, comfortable living in their own neighborhoods, with friends and relatives who share the same old-country ties. A goodly number of black and white youngsters come from homes which view integration with suspicion and fear; these youngsters tend, like their parents, to socialize in packs of Italians, Irish, Polish, Jews, Negroes and so forth, mixing as equals

with others only when it comes about in the natural order of things or when they must. And they don't have to, in school, very often.

The track system of teaching tends to separate students into homogeneous classes of college-bound, or average, or troublesome. Many formal classes wind up virtually segregated. Little effort has been made to bring in the higher percentage of Negro teachers and administrative personnel that there could and should be. The middle-class teaching staff's main concern is obviously over the bright, out-of-the-ordinary achiever, not the far more typical youngster who is obviously bored and turned off by teachers, curriculum and school activities. The dropout rate runs between 18 and 20 percent. About 35 percent go on to college. The majority of graduates leave school ill prepared for higher education or for jobs that require a good high-school foundation.

There were many things to be resentful about. The 1967 crop of students settled on two in particular: 1) no student government through which the boys and girls could express themselves legitimately and run their own activities; and 2) smoldering dissatisfaction over the confusing and seemingly unfair way in which discipline was administered.

Shortly after school opened in the fall of 1967, trouble began brewing over several issues. The Negro senior class president was replaced by a white student -- and no reason given for the switch. A social event at the school was called off. Kids began charging there was a double standard in discipline - one brand for Negroes, one for whites. And worst of all, complaints were mounting over the new, higher cost of lunch. The school cafeteria was so crowded that lunch ran in three shifts. The new class president felt the lunchroom situation was critical and took a petition to the administration, warning of serious trouble ahead. When she got no response from high school officials, she presented both petition and warning to the superintendent of schools, retiring Dr. Richard Beck.

No one was listening. Central High teachers were involved in their own immediate interests: which of two rival teacher organizations could best win them better salaries, working conditions, benefits. The Board of Education, warned the previous spring that improvements were needed in the discipline department, had requested a full report. At its fall meeting, on the basis of the report submitted, the Board concluded the present set-up was sufficient and declared confidently that there was "no real problem" at Central High. The main topic of Board attention was a division of opinion over the way repeated suspensions were being used so they were, in effect, expulsions, keeping troublesome students out of the way of teachers and well-behaved students who function well in the traditional classroom atmosphere. The Board was also conducting a leisurely search for a successor to retiring Superintendent Beck, due to leave office August 1. The parents, black and white, were no more or less concerned than usual with school matters. The community was uninvolved. In short, everyone but the students was content to let things

continue as they were going.

STAGE I QUESTIONS AND PROBLEMS FOR SMALL-GROUP DECISION

Small-Group Discussion Leader (Detailed facts available to resource person in reprint of Human Relations Council study, Trenton High School Report.)

Suggested Questions for Discussion

-- Is this picture familiar? Why? Relate conditions at Trenton High School to the school system with which you are most directly connected.

-- Do these conditions call for action? If so, what kind? Instituted by whom and how?

Problem for Group Decision

Where would you start? Pick ONE possible course of action from among the following choices:

1. More Negro teachers and policy-making administrators
2. Attitude training for high-school teachers and personnel
3. New curriculum with emphasis on Negro history
4. Revamping of discipline office
5. Beefing up of the guidance department and supplementary services (psychologists, social workers)
6. Creation of an effective student government
7. Fuller after-hours use of school for social functions
8. A direct approach to the lunch problem, involving students, high-school administrators and faculty, and superintendent's staff
9. An objective study, assigned to expert and neutral outsiders, of the mass of interlocking social and educational problems interfering with good education at Central High
10. Intensified Board attention to the search for a new superintendent of schools

Stage II PRE-CHRISTMAS TROUBLE AND A NEW YEAR

TRAINER:

What did each group decide? (Record of decisions entered on sheet of newsprint, posted)

What did the people of Trenton actually do at this stage of the game? NOTHING. So now let us hear how events took over, from December 12 through Easter vacation 1968.

READER:

It started December 12. A fight between two boys broke out in the high school cafeteria. Supervision of the three-shift lunch period was originally a faculty responsibility. But teachers now enjoyed their own separate lunch room, turning over the job of cafeteria supervision to an integrated student patrol. Patrol boys were untrained. They were chosen less for maturity of judgment than for a reputation as a good athlete or "strong" type. The argument broke out between a Negro boy trying to leave without the required pass and a white patrol boy stationed at the door. The fight was broken up quickly, the two initial combatants taken to the discipline office. Rumors flew about the outcome of the fight and the settlement. The incident was small, but it could have served as a warning of more serious trouble ahead.

There wasn't long to wait. The next morning a group of white students fought with a black student in the smokeyard. Simultaneous interracial student fights erupted in the cafeteria, throughout the school. By afternoon, a group of black students got together and began walking toward the center of town. Several people in no way connected with the school were hurt. The students eventually arrived downtown, milled about awhile, inflicting a minimum of damage. Several arrests were made, and the group was dispersed. Now people began to get worried.

The next day, December 14, the Mayor visited Central High, spending almost the whole day talking to students, opening lines of communication. He gathered a list of 31 grievances showing clearly that the area of discontent of students, black and white, was far broader than that indicated by the incident of the previous day. The Mayor managed to cool things considerably on this Friday. At the same time, a special panel was set up under the Human Relations Council Serving the Greater Trenton Area to inquire into the disturbances and make recommendations. The panel began holding the first of some 75 meetings and interview sessions. The months-long study was launched with the agreement of the Mayor, the City Council and the Board of Education.

When school opened on Monday, December 18, a group of parents and black community-organization representatives visited the school, requesting and getting a meeting with the principal and a small group of students. On Tuesday, a similar delegation appeared for a follow-up meeting, demanding the presence of the discipline and attendance staff and attracting a crowd of students. Worried about disorder, the principal called for the disciplinary staff. With their arrival, the meeting became tumultuous and when it ended, all hell broke out throughout the school -- students running through halls, throwing food and dishes about in the cafeteria, ringing fire alarms, emptying

buildings. No attempts to do violence to people were evident: the chaos was described as "carnival-like."

The next morning, some 300 students began a boycott. Again the atmosphere became chaotic and like a circus. All semblance of order disappeared from the high school. Confusion ran so high that no one subsequently could pinpoint who gave the order to shut school down from that day, two days before the Christmas holiday, until January 2, 1968. Rumors about damage to property and persons flew, but subsequent factfinding established that in all these disorders, less than $25 worth of property damage was done at the high school, and at no time was there any danger of physical injury to any member of the faculty.

After Christmas, there was a period of relative calm for almost two months. Why? School authorities had taken a number of steps to mend fences during the Christmas vacation weeks. Here's what they did:

1. They refurbished the school plant. Especially noteworthy, they improved the cafeteria and installed a public-address system. (Before this, there had been no way to get word directly and immediately to students and teachers throughout Central High.)

2. Personnel in the discipline and attendance office were reassigned. New officers took up the most controversial discipline and attendance staff positions.

3. Some preliminary steps were taken to form an effective student government. There were efforts also to step up some of the more popular student activities.

4. The services of a staff member of the New Jersey Department of Community Affairs were utilized.

5. A faculty council was set up.

6. Some departments of the high school, on their own, undertook reviews of the track system and homogeneous classes.

7. New textbooks and courses on Negro history were contemplated. The only curriculum innovation actually undertaken was the institution of one informal Saturday course on Negro history.

This is what was done. What was NOT done? No formal or precise mechanism for change was set up and defined. Personnel shifts were made but not explained, even to those staff members being shifted. Confusion was widespread throughout the faculty. Teachers had no way of knowing what changes had taken place, what changes might come next -- or why.

Stage II QUESTIONS AND PROBLEMS FOR SMALL GROUP DECISION

(More detailed facts available in THS Report reprint)

Small Group Discussion Leader:

Suggested Questions for Discussion

-- What finally aroused the Mayor, the parents, the school administration and the community-at-large to act?

-- What are the implications of such a turn of events as you see it? Would you welcome events taking over like this if they helped you solve some of the stubborn old problems your schools confront? Would your own school situation most likely be helped or confused by a similar emotional outbreak among students?

-- Where do you draw the line between healthy disruption producing needed changes and violence which is purely destructive in its intent and results?

-- Were some of the steps taken in Trenton after the disturbances on the right track? Which and why?

-- Who was in charge of setting the new directions -- one person? many? no one?

-- Which of the following things do you suppose actually happened next at Trenton Central High School?

a) a shake-up of the system
b) intense community involvement and pressure for change
c) nothing until the Human Relations Council panel presented its completed High School Study and recommended action
d) more disorders

-- Whose turn is it to act at this point? How?

Problem for Group Decision

Decide whether to approach the Central High School crisis at this point as a) a community-wide Trenton problem, or b) a black problem. Talk it over, vote, come to a choice of either a) or b).

Suggestions to small group discussion leader:

You may find it helpful to define the two positions in the following fashion. Those who choose a) would be in favor of courses of integrated community action, promoting cooperative efforts among blacks and whites with similar views on the need for educational reform. A vote for b) would favor a focus on the question of discrimination

against black school children, and would imply the necessity for mounting pressure to win changes in old goals and procedures which simply do not work for black pupils in city public schools.

This choice -- posed both here and again at the end of Stage III -- can be used to lead into a frank discussion of what participants feel blackness is. A skillful small-group discussion leader can encourage people to feel free to discuss their innermost feelings on this topic without fear of disapproval. It is important to listen to and explore everyone's point of view. The leader can point out elements of "blackness" which are coming to be recognized as good, showing how "black" no longer is simply a skin color. Blackness today is as much a state of mind as it is a condition of birth, representing a developing ideology and embodying a rich cultural heritage and way of thinking.

STAGE III — MORE SERIOUS DISORDERS

TRAINER: General discussion of group decisions.
(Trainer should end by picking up answers to "what do you think happened next?" and resume story)

READER:

From January 2 until February 28, the atmosphere at Trenton Central High was overtly quiet. Very early on the morning of February 28, a group of white students made an unprovoked attack on a Negro high school student. A similar series of assaults on black students broke out throughout the school, with the blacks maintaining, at least for a while, their persistent refusal to be provoked into retaliation. This day was the straw that broke the camel's back: the black students began to fight back in kind. All hell broke loose: the police moved in and made arrests. There were 38 suspensions, and 13 students were proposed for legal expulsion. School was dismissed and closed until March 4. After this tumultuous outbreak, a shaken Central High went back to normal school life for another month, but in an atmosphere of tension.

The month of calm ended April 5 -- the school day following the assassination of Dr. Martin Luther King. No preparations had been made to hold appropriate services and classroom discussions of the life and philosophy of Dr. King.

Disorders erupted and again school was closed -- this time for two days of scheduled school preceding spring vacation. The decision to close school April 8 and 9, however, was not announced until Saturday, April 6. On April 9, Trenton was racked by its only riot

to date. Virtually all the participants were young people.

STAGE III QUESTIONS AND PROBLEM FOR SMALL GROUP DISCUSSION
(More detailed facts in Panel High School Report)

Discussion Leader:

Suggested Questions for Discussion:

-- Why did Trenton have its first riot in the aftermath of the Martin Luther King assassination? Could you explain why so many other cities blew off steam in similar fashion? Would you have to know as much about each of these cities as you know about Trenton's school problems to answer this question fully? Are any broad general statements possible? Useful?

-- Whom would you consult if trouble seemed to be brewing in your school and you wanted a real pipeline to the students?

-- What happened in the schools in your system on the day following the King assassination? Describe any programs planned, how they were received, who got the ideas and put them into effect. Describe any disorders and how they were handled.

Problem for Group Decision

Discussion Leader: Let me give you the same problem again and see whether the scores remain the same or change:

Problem: Decide whether to approach the Central High School crisis at this point as a) a community-wide Trenton problem, or b) a black problem.

STAGE IV SPOTLIGHT ON A KEY SCHOOL POST: THE SUPERINTENDENCY

TRAINER: (Individual groups report their discussions. Time allotted for floor discussion of the problem of choice between acting as black community or as integrated community. Scores of two stages compared, inferences drawn. To get back to the case study, leader can conclude: "Let's see how the people in Trenton made this choice, and try to figure out why...")

READER:

The people of Trenton were giving some hard thought to their school problems, prodded as they were by investigators of the expert School

Study panel and aroused members of the black community. The outbreaks at the high school had highlighted inescapably the broader educational and social ills the city had so long kicked under the carpet.

On May 16, after a leisurely nine-month effort to choose a new superintendent of schools to replace Dr. Beck, the Board finally stepped up its efforts to fill this key post. The Board commissioned a blue-ribbon panel to comb the nation for outstanding candidates for the post from outside Trenton, while interviewing local candidates on its own. A special brochure was prepared for circulation to 17 universities and other centers of employment for high-level educators. The August deadline was no longer distant, and the high school disturbances had underlined the necessity for a wise and broadly acceptable choice.

On May 21, a new group called the Black Teachers Organization was formed. BTO set the following objectives: 1) to survey Trenton Negroes and find those qualified to fill four important school vacancies (school superintendent, an assistant superintendent, high-school principal, junior-high principal and junior high administration assistant); 2) to discover what guidelines the Board uses to determine its hiring practices; 3) to pinpoint specifics involved in qualifying as Title I personnel; and 4) to examine the possibilities of shifting principals not performing well in their present positions. Two nights later, on the basis of interviews with local applicants for school vacancies, the organization voted not to push any single applicant, but rather to call for qualified black personnel in available policy-making school positions.

The School Board announced on May 28 it had selected four local (Trenton) candidates for the superintendent of schools post. One of the four was a Negro. Another, apparently the favorite, was Vincent Halbert, an assistant superintendent who formerly had been principal at Central High. The day after the announcement, the Black Teachers Organization sent wires to the Mayor and president of the School Board, calling for appointment of a black superintendent of schools. The next week, representatives from the teachers organization met with Superintendent Beck, restating their view on Trenton's need for black educators in policy-making positions. The Black Teachers Organization position was outlined to the Board of Education also, at an open meeting, eliciting no questions or comments from Board members.

The situation came to a head with the report of the Board's own blue-ribbon committee on outside candidates. Of 35 applicants from 14 states, five front-runners were selected, two of them Negro. The real possibility of a highly qualified Negro superintendent was under serious consideration by the Trenton Board of Education -- or so it seemed.

Stage IV **QUESTIONS AND PROBLEMS FOR GROUP DECISION**
(See selected press clippings, Black Teachers Organization chronology and excerpt from report of Board's blue-ribbon committee on candidate selection for further detail.)

Small Group Discussion Leader:

Questions

-- What factor, more than any other triggered the School Board into serious consideration of a Negro superintendent of schools: a) its own blue-ribbon committee report? b) pressure from the black community? c) a series of coincidences?

-- How do you explain the fact that Negroes quite often win appointment or election to school board membership, but rarely are hired in key professional posts in the school system?

-- How does your own school system rate on black educators in policy-making positions? Would you think it wise to organize the black community to call for more appointments of black administrators in your schools? Why do you think this would be a good course? Why do you think this might be a bad course? What strategy would make most sense in your town?

-- What makes the superintendency such an important position? Describe the powers of the superintendent of schools as they affect the various elements in the established educational power structure.

Problems for Group Decision

1. Decide between two alternative courses. Should the Black Teachers Organization a) keep up its original demand for black appointments in the four positions vacant in Trenton schools, or b) concentrate on the battle over the superintendency? (Decide on a "yes" or "no" answer.)

2. Do matters seem well in hand at this point in the Trenton Story? What further action should the black community take? (List 3 recommendations.)

Stage V HARD-CORE RESISTANCE TO THE LOGICAL WINNER

TRAINER: (Group reports, time for discussion and analysis. Transition to final installment of this "success story.")

2

Stage IV QUESTIONS AND PROBLEMS FOR GROUP DECISION
(See selected press clippings, Black Teachers Organization chronology and excerpt from report of Board's blue-ribbon committee on candidate selection for further detail.)

Small Group Discussion Leader:

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2. Do matters seem well in hand at this point in the Trenton Story? What further action should the black community take? (List 3 recommendations.)

Stage V HARD-CORE RESISTANCE TO THE LOGICAL WINNER

TRAINER: (Group reports, time for discussion and analysis. Transition to final installment of this "success story.")

READER:

July Fourth was the occasion for an important announcement by the Board of Education: the names of two finalists for selection as superintendent of schools. One was Vincent Halbert, the local white aspirant -- with obviously mediocre qualifications. The other was Dr. Ersell Watson, a Negro and the top candidate of extraordinary qualifications for the job, who had emerged from the Board's blue-ribbon committee sweep of the country. Dr. Watson, a superintendent of schools in West Chester, Pa., carried with him a reputation of being well liked and highly recommended. A copy of the backgrounds of these two contenders is posted in front of the room so you can see how little comparison there was between the two.

The day after the announcement, all sorts of rumors began flying. The most persistent one was that Halbert was the "predetermined choice" of the School Board. People were even saying that the two Negro members of the School Board had voted for Mr. Halbert. The two black Board members thereupon took an unprecedented step: they described what had actually taken place at the crucial Board meetings, in a public letter printed in the Trenton paper. Explaining that they were breaking the secrecy of Board business to correct erroneous reports of the Board selection process, they concluded: "Would that we employ both the objectivity and the courage to finally select the best man for the job." As an editorial in the Trenton newspaper summed up, the two Negro Board members charged that the Board majority had already picked Halbert, that the elaborate election procedure was a farce and an elaborate cover-up.

At this point, the diverse elements of Trenton's black community mobilized and stood firmly behind the push for a black superintendent. Businessmen, educators, politicians, representatives of community organizations as disparate as "We the People" and the NAACP, came together to confront one single issue of overriding importance.

The Black Teachers Organization prepared and circulated a petition calling for a public hearing before the final choice was made:

> The Black Teachers Organization of the Trenton Public Schools is demanding a public hearing on the qualifications of the two finalists for the position of Superintendent of Schools. We are aware there is a move to select the less qualified person for the position only because he is white and the favorite son of vested interest. We cannot, and shall not, have a democratic society as long as qualified black people are excluded from high positions. Such actions only continue the pattern responsible for civil disorders, resentment and hostility between the races. Most of all, it continues a pattern of inferior education for all children.
>
> If you agree to the above statement that we need the best

qualified person for Superintendent of Schools and should have a public hearing before a decision is made, please sign below.

There was no public hearing, but more changes were yet to come to tip the scales even more in Dr. Watson's favor. The Board conducted its final candidate screenings. At this point, when a decision should have been forthcoming, the long-awaited High School Study, prepared by the Human Relations Council special panel, was released prior to official publication. On July 11, its 102-page text was printed in full in the Trenton Evening Times. It was a remarkably neutral and constructive analysis of Trenton High School's complex problems, with a host of excellent recommendations to offer. But only a tiny excerpt was top news. This one portion of text reviewed the years when Vincent Halbert had been principal of the high school and offered severe criticism of his administration of that office. On July 16, Mr. Halbert resigned! The man simply bowed out of this race of unequals!

Was the story over? Not by a long shot. Dr. Watson didn't just win by default: the Board still hesitated to make him the formal offer. The Trenton Times made the following comments on July 18:

> If (the Board) does pick Dr. Watson, of course, there will be some who accuse its members of giving in to pressure from the black community. But actually the pressure on the Board is to obey the logic of a selection procedure which it created itself and which, up to now, it has shown no inclination to change....
>
> There was a time until quite recently when the Board could have changed its selection rules, backed up and reconsidered candidates whom it had previously eliminated or even started from scratch. This newspaper suggested such a course might be a good way to reassure the public -- particularly, the Negro community -- that the Board's selection process was not stacked against a Negro candidate, as two members of the Board itself had charged.
>
> But the circumstances have drastically changed with Mr. Halbert's withdrawal. It is too late to change the rules now without forfeiting even more public confidence. If the Board does bypass Dr. Watson, its action will have to be taken on the basis of truly compelling reasons -- such as showing that Dr. Watson clearly does not meet the specifications for a superintendent as laid down by the School Panel in its recent report. No such reasons...have been advanced.

That's what the Trenton paper said. What, you may ask, had been holding matters up? Some story about a letter from Dr. Watson also withdrawing from the race -- a letter the Negro Board members had not seen and which the Board President never did produce.

On July 18, Dr. Watson said he was still in the contest. On July 22, the Trenton Board of Education offered the post of Superintendent of Schools to Dr. Ersell Watson. Trenton had appointed its first Negro superintendent of schools, and a monumental victory had been achieved.

Stage V QUESTIONS AND PROBLEM FOR DISCUSSION
(For further detail, see packet of press clippings, including chronology, editorials, also petition and Kerner Commission Report Summary.)

Small-Group Discussion Leader:

<u>Suggested Questions</u>

-- The appointment of Trenton's first Negro superintendent clearly was a victory. For whom?

(Each group is given a copy of the petition circulated by the Black Teachers Organization, with one passage underlined in red: "...there is a move to select the less qualified person for the position only because he is white and the favorite son of vested interest.")

-- Do you agree with this statement explaining why established white forces go to lengths to exclude even qualified black people from high office?

If you agree, explain how similar patterns operate in your school district, and what useful techniques and approaches were suggested to you by the Trenton case study.

If you disagree, explain why, and describe your own explanation of the Trenton Board's slowness to appoint Dr. Watson. What did the Trenton case study teach you which may be of help back home in working for school reforms?

(Each participant is given a copy of the Summary of the Report of the National Advisory Commission on Civil Disorders. Turn to page 1, and look closely at the following passage: "Our nation is moving toward two societies, one black, one white -- separate and unequal...This deepening racial division is not inevitable. The movement apart can be quickly reversed. Choice is still possible.")

-- Do you agree with this analysis of American society?

Which direction do you want America to move in -- toward two societies, or toward one?

Does organized black community action, like we saw in Trenton,

tend to ...

a) deepen racial divisions?
b) simply highlight rifts that already existed?
c) do good?
d) do irreparable damage?

-- How were the following strategies and techniques used in Trenton?

a) flexibility of goals
b) identification of a single objective around which black people of sharply differing opinions can rally
c) selection of one change to be accomplished in a school system where a great many things need improvement
d) skillful functioning of the black community as a pressure group

Problem for Group Decision

Draw up a short list of general principles learned from the Trenton case history -- a few points you think may help other school-board members and community activists to improve education for black boys and girls.

WIND-UP EVALUATION SESSION (a day later?)

Presentation by each small-group discussion leader of case study discussion reports and the performance of the various groups on the problems they were given to decide. Then a summary by the trainer on process and content analysis.

Opportunity to draw the training exercise into focus for participants, and for trainer to select the proper emphasis.

APPENDIX C

PROSPECTUS

National Conference of Black School Board Members (1969)

This four-day Conference, to be scheduled for a Thursday-Sunday period early in 1969, will bring together some 150-200 black school board members and candidates from small rural districts, suburbs and large-city ghetto neighborhoods, both North and South. A selected number of non-school board members will be invited as resource people: persons very much involved in public school affairs. This group will include parent-association and other community group leaders, Negro students, teachers, school principals, administrators. Their participation will bring the school board official a more sensitive awareness of how his decisions impinge on others similarly concerned with the Negro schoolchild. Faculty will include government officials, education experts, lawyers, economists, experienced members of school boards, community activists, professional trainers.

The Conference will focus upon increasing the competence of the school board member and heightening his sense of accountability to the black community. This is to be a training conference, not policy-setting. Workshop sessions are being designed to accomplish three main purposes: 1) to develop the skills of school board members to deal more effectively with their official duties; 2) to discuss and better understand the major issues and problems plaguing public educators today; and 3) to identify and promote school programs and teaching techniques with a high degree of relevance for the Negro pupil. Emphasis will be on giving trainees a body of useful new information, skill-training and insights into attitudes.

The Conference is to be sponsored by the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE), an interracial national organization set up in 1962 to provide a number of basic services to the movement against discrimination and poverty. Chief among these services is Leadership Training -- an educational program of workshops, institutes and conferences each tailor-made to the special problems of participants committed to effecting change in their communities. SEDFRE's Seminar for Newly Elected Southern School Board Officials, held in August 1967, proved so promising an approach that plans were made to follow it with a nationwide conference. Advance preparations for this training conference are being made possible under a special research grant from the Office of Education, U.S. Department of Health, Education and Welfare.

October 1968

APPENDIX C

FOUR SUGGESTED AGENDA ITEMS FOR CRITICISM AND DEVELOPMENT

A. School Board Committees

B. Attitude Exploration

C. Basic Information

D. Skill Development

SUBJECT: A. SCHOOL BOARD COMMITTEES

Time: Six Hours

Training Design: Lecture and three small groups to attend three rotating workshops which will run simultaneously. Groups will be divided regionally: Northern urban, Southern urban, Southern rural. Each workshop will run for 1-1/2 hours.

Lecture (1 hour): Overall introduction to how the school board works, touching on two main ways: boards that operate as committees of the whole, boards that divide into committees. Committee appointments as they relate particularly to the black board member: which to avoid, which assignments are crucial and why. How to serve on committees that are crucial to policymaking as it affects the black students. Zero in on three important committees to be studied in detail in rotating workshops. Stress that these three are the committees to push for.

Workshops: (4-1/2 hours: total for three 1-1/2-hour workshops)

1. Personnel Committee: Black school board members need to be aware of their special responsibilities if they serve on personnel committees. This means ability to identify able, competent superintendent who in turn will hire the right administrators and teachers. Board members' role not to hire teachers, but to guard against emasculation of school board policies by top school staff. Key spot for black school board member, since recruiting competent personnel, from superintendent down to teacher, is a critical educational need. Include any special resources available for recruiting top-level educators into systems. Theme: how to help identify good change-producing personnel.

2. Finance Committee: Key is money in schools: this committee is crucial. Workshop should touch on basics, like site selection, how to read a budget, look for new sources of financing. Should include federal aid, changes in administrative practices. (Detroit is suing the state over the amount given to disadvantaged children; similar thing happening in California.) Point: to learn how system works and how to get good out of it for Negro boys and girls. Workshop should also get into subtleties, helping trainees recognize when they have a superintendent who won't touch federal funds for fear of opening a whole can of worms he is reluctant to release.

3. Curriculum Committee: Function of committee, particularly as it relates to curriculum more relevant to a black child. Guidelines providing trainee with valid criteria to good curriculum. Information to help trainees ask the right questions, and know what kind of answers to expect. Outside resources: how to tap. Some model curricular items, sources. Textbooks: how to analyze, what new ones to recommend.

SUBJECT: B. ATTITUDE EXPLORATION

Time: Four hours

Training Design: 12 Optional Workshops

Twelve phrases or sentences are listed below, each representing a basic attitude of the individual toward some element of social change.

Trainees will be asked to pick one of the 12 workshops. The only requirement: that once they choose one, they must stay with it -- not allowed to wander off and find another more to their liking when things get going.

Each session will last for four hours, and a sensitivity trainer will be assigned to each group.

Objective is to explore the basic attitudes of the participants and to help each person grow.

WHITE FOLKS ARE EVIL	BLACK IS BEAUTIFUL	PEOPLE ARE PEOPLE	THINGS ARE CHANGING
YOU CAN'T UNDERSTAND A NIGGER	GOD MADE ALL MEN EQUAL	BURN, BABY, BURN	NEGROES
BLACK AMERICANS	EDUCATION IS THE ANSWER	BLACK POWER	GREEN POWER

SUBJECT: C. BASIC INFORMATION

Time: Each workshop described to take 2 hours. Total of 6 hours for all participants.

Training Design: Three rotating workshops, required for all.

Three trainee groups may be broken down regionally into Northern urban, Southern urban, Southern rural/small Northern.

1. HOW THE EDUCATIONAL SYSTEM OPERATES. Emphasis here will be on information about the structure of government bodies, and the workings of school systems, both formal and informal.

2. THE EDUCATIONAL PRODUCT. Information and resources about the ideal: the way things should be, goal of changes and reforms in the existing system. Model curricula for making schooling more relevant to black kids, and guides showing board members where to turn for such resources. Textbook criteria: model for measuring present school's books, plus examples of good texts to substitute. Classroom teaching techniques: the team approach, the career-ladder principle applies to teaching aides, etc. Films, teaching machines, community resources, etc.

3. MANIPULATING THE SYSTEM. Emphasis here will be on skills needed by school board members who want to effect needed changes. Understanding how to get what you want from the other side. Formation of power bases in order to influence system.

SUBJECT: D. SKILL DEVELOPMENT

Time: Each workshop described to take 2 hours.

Training Design: Eight optional skill-development workshops will be offered, with each participant offered the chance to select 3 out of the 8.

1. Negotiation

Theme of workshop will be that black Board members develop skill of negotiating at two levels: a) with school board members for black community (or conversely with black community for the school board); and 2) in collective bargaining with teachers. Resource; SEDFRE how-to manual on negotiations, already available, plus more specific guidelines keyed to school board matters.

2. Public Relations and Press

How to use the press, radio and TV effectively to bring views and interests of black parents, teachers and students into wide circulation -- both in the black community and the total community. Press conference techniques; the use of well-prepared releases and background papers; appearances on radio and TV. Board of Education business and the press: when to have open meetings and why, when secrecy is justified. Board unity versus black unity.

3. Communications, or, Community Relations

Who are you talking to and how do you best get your message across? Public speaking; functioning in a meeting; visiting teachers, students and administrators in schools; opening lines of communication into the black community; developing a network of aides to increase two-way communication between the board member and the black community, also between the black board member and the total educational establishment and white community. Resources: ?

4. Board Meetings

Relations between the black board member and other members of the board. Parliamentary procedures: how to function effectively in a meeting. Committee functions. Board meetings and lines of communication with the community. Resource: SEDFRE manual a possibility if this would be particularly useful.

5. Campaigning

How to organize the community for political action, run a successful campaign for school board membership. Unifying the black community behind a single candidate; defining broad issues to appeal to white voters as well. Materials: SEDFRE how-to manual on political strength now being revised. Specific guidelines on campaigning for school board office could be drawn up.

6. Workshop-Education Techniques

How to set up a regional conference for newly elected school-board members -- taught as a broad introduction to the generally applicable techniques of leadership training and group education. Resource: SEDFRE to draw up guidelines, for eventual use in a Conference Planning Kit.

7. Research

Workshop will include introduction to data collection, listening, intelligence-gathering. Will distinguish between such activities as carried out for information available from a) black community, and b) white community. *How to develop a network of informants.* *Building* a team for the black school board member. What regional, national resources may be tapped to assist the black school board member (local university or college, bar or professional education associations, black coalition information bank, NASB black caucus pool, SEDFRE technical assistance program, etc.) Resources and materials: ?

8. Intergroup Relations

How to form effective alliances: use outside resources to beat or modify system so it works for black kids. City and state bodies, voluntary organizations, federal programs designed to spur educational reforms. Learning to work with others without going along with the system. Maintaining the trust of black community activists; forging new relationships of equality with white community and educational leaders. Resources: ?

APPENDIX C

NATIONAL CONFERENCE OF BLACK SCHOOL BOARD MEMBERS, Jan.30-Feb. 2, 1969, at AIRLIE HOUSE, WARRENTON, VIRGINIA

DRAFT CURRICULUM

October 15, 1968

THURSDAY, January 30

Morning: Warm-up sessions
Afternoon
& Night: Goal-setting

9:00 A.M.-12:30 P.M. Registration
Housing

Presentation on the history and development of school boards. (Complete reference paper being prepared for distribution to all participants as take-home material.)

Informal Group Discussions: Participants will meet in small groups at random to discuss back-home problems of schools. Purpose: to set informal atmosphere of this Conference and at the same time to precipitate dialogue between participants and faculty. Discussion leaders will be on hand to get geographic mix into "random" groups and to help lead conversations which develop. Desired size of conversation groups: 10-12.

12:30-1:30 P.M. Lunch

1:30-2:30 P.M. Small Group Sessions on goals. Purpose: to set and examine Conference goals, with an emphasis on defining the current problems confronting black school board officials.

Participants will be divided into groups of 10 to discuss (and later report on) the main problems confronting school board officials as these discussants see the situation. Each group will be asked to set a priority on the personal goals its members would like to fill at the Conference: specific information wanted, skills people desire to learn, self-awareness

participants hope to achieve. Each group must select no more than 5 specific goals to present to the plenum session. Each group must select one spokesman to report to general session and keep notes for written report of its discussion.

(Note: We anticipate that current goals and problems will be concentrated around two principal current concerns: 1) problems attendant upon desegregation, integration and consolidation in Southern and small-town school districts; and 2) problems arising from the trend toward decentralization and community control (in big-city ghetto districts).

2:30-3:30 P.M. — General session on goals. Participants talk. Representative of each group will present his report on the needs and objectives of trainees as decided upon in his group.

Total group will then examine the similarities and differences of the various reports, and develop a list of 25 goals (out of a possible 90, assuming 18 groups of 10) which they think can be achieved at the Conference.

<u>Changes will be made in the advance curriculum based on participant recommendations and the availability of appropriate resource persons</u>.

3:30-4:00 P.M. — Coffee Break

4:00-5:00 P.M. — General session on goals, continued.

5:00-6:30 P.M. — Recreation and cocktails

6:30-7:30 P.M. — Dinner

7:30-8:45 P.M. — General Session formally opening Conference.

Introduction of keynote speaker.

Keynote address.

8:45-10 P.M. — Informal sessions

Entertainment

MIDWAY DAY A

Friday or Saturday

Morning: Attitudes and Community Accountability
Afternoon
& Night: Effective Black Membership on School Board Committees

9:00-9:30 A.M. General session on attitudes and community accountability. Brief presentation on the special responsibilities of Negro school board officials. (Discussion starter to be developed, based on Joseph Howell's diagram-analysis of attitude progression toward goal of effective black board membership.)

9:30 A.M.-12:30 P.M. Small-group sessions on attitude-exploration. Total group will be again split into the random groups of 10 which worked on goal-definition Thursday afternoon.

Exercise: Chart of 12 popular catch-phrases (black is beautiful, things are changing, burn-baby-burn, black power, green power, etc.)will be given to each participant to react to and evaluate.

Trainers will encourage participants to discuss their reactions honestly and openly and to listen to reactions different from their own. Which phrases represent negatives, which positives, which neutrals? What are these phrases: values? self-images? norms of behavior? bags? hang-ups?

Limited goal: some exploration of attitude differences within a group agreed upon certain ultimate objectives.
Broader goal: learning to accept differences and work together.

12:30-1:30 P.M. Lunch

1:30-2:00 P.M. General Session on Board Committees. Workshop on this topic will occupy remainder of day (1:30-9:30 P.M.).

Introduction to the day's agenda will be a 10-minute talk outlining the policy-making significance of Committee operations, urging trainees to avoid non-basic assignments and

concentrate on getting appointed to three key Committees: Personnel, Finance, Curriculum.

Group will then be split into three subgroups for initial socio-dramas, involving participants directly in the experience of securing--or failing to secure--an important Committee role. (Role-play guidelines to be developed.)

Then sub-groups of 60 will attend three simultaneous workshops on the three key committees, each running 1-1/2 hours. (Each workshop repeated three times to cover three sub-groups of 60.) A special how-to manual will be prepared on each of the three topics, by an outside expert.

2:00-3:30 P.M.	Workshop period #1
3:30-4:00 P.M.	Coffee break
4:00-5:30 P.M.	Workshop period #2
6:30-7:30 P.M.	Dinner
8:00-9:30 P.M.	Workshop period #3

1. Personnel Committee. Special responsibilities of black school board members serving on personnel committee call for special information, skills. Member needs the ability to identify an able, competent superintendent who in turn will hire the right administrators and teachers. The role of the Board Member is not to hire teachers, but to guard against emasculation of school-board policies by top school staff. Personnel Committee is a key spot for minority-group school board member, since recruiting competent personnel, from superintendent down to teacher, is a critical educational need.

Materials: how-to manual with theme of how to identify good change-producing personnel. Will include some indication of any available national resources for recruiting candidates for top school vacancies, and will recommend ways to promote effective black educators already employed in the school system.

2. Finance Committee. This committee is crucial since the key to school reform is money. Workshop will tackle basics, like how to read and analyze a budget, plan programs, look for new sources of financing, evaluate site selection. Will include information on legislation, federal and state, offering aid to local school districts (NDEA, Civil Rights Act, anti-poverty programs, etc.). Will present changes in administrative practices

(Detroit is suing the state over the amount given to disadvantaged children; a similar dispute is occurring in California). Point: to learn how the system works and how to get the good out of it for Negro youths. Workshop will also get into the subtleties, helping trainees recognize when they have a superintendent who won't touch federal funds for fear of community reaction.

Materials: Sample school budgets and exercise; how-to guide on understanding the basics of public-school financing in order to produce changes beneficial to black pupils. Directory of federal programs of aid to local school districts.

3. Curriculum Committee. Function of committee, particularly as it relates to curriculum more relevant to black children. Information to help trainees ask the right questions, and know what kind of answers to expect. Training in how to locate and tap outside resources for educational expertise.

Materials: How-to manual providing trainees with valid criteria to good curriculum. Model curricula on Negro history, African studies, other special-interest courses, at primary and secondary levels. Textbook criteria, through model survey for measuring present books used in schools, with accompanying examples of good texts to substitute. Bibliography of recommended books, pamphlets, films, film strips. Samples of experimental school total curricula and teaching approaches which have proved most promising.

9:30 P.M. Informal sessions
Entertainment

MIDWAY DAY B

Friday or Saturday

Morning: Case Study in Black Effectiveness (Trenton)
Afternoon & Night: Workshops on The Educational Product and The Educational System

9:00 A.M.-12:30 P.M. General Session training exercise on strategic planning will begin with film on community action. Purpose of Trenton case study: to encourage black school board officials and community activists to collaborate, despite ideological differences, in order to achieve one specific objective on which all agree. Broad aim: to help all citizen leaders concerned with

education to act in concert to accomplish the change of one thing in an educational system.

Training Design: Exercise is divided into five consecutive stages, each opening with a total-group session and followed immediately by buzz group sessions or small-group (20) workshops, conducted in separate locations by appointed discussion leaders. Trainer will be available to consult with buzz groups.

Materials: "Change Comes to Trenton Schools in 1968, A Study in Factfinding, Procedure and Strategy" (A Guide for Leaders); Trenton Human Relations Council special High School Study report; Kerner Commission Report summary; other relevant Trenton materials.

12:30-1:30 P.M. Lunch

1:30-9:30 P.M. Two Rotating Workshops on: 1) the educational product, and 2) the system (how it operates and how to manipulate it).

Training design: Participants will be divided into two groups of 90. Each information workshop will be staffed by a trainer and a panel of resource persons. The large-group of 90 will be broken down into smaller groups as the workshop proceeds, with resource specialists moving about from small group to small group. Each of the two workshops will take a total of three hours, on the following schedule:

1:30-4:30 P.M. / 4:30-6:00 P.M. / 8:00-9:30 P.M.

1. Information Workshop on <u>The Educational Product</u>. Film and intensive discussion session providing information and resources about the ideal: the way things should be, the end-product of the changes and reforms being attempted in the existing school system. Focus will be on the child himself, and the basic things he should be getting in school and from school. Will include positive features of integrated schooling; positive contributions of decentralized education, with increased parent and community participation. Will present essentials board member must know about new educational approaches (team teaching, the career-ladder principle applied to teaching aides, films, teaching machines, new guidance goals and approaches, community resources) and what trainee must know too about the limitations of older techniques like ability

grouping, tracking, standardized achievement tests, etc.

Materials: paper to be written by Mrs. Evelyn Rich and Dr. Jeanne Smith, plus selected brochures, articles, other pertinent publications.

Faculty: Trainer plus panel including school board member who has been through the mill, backed up by team of resource people with expertise in appropriate educational specialties. Theoreticians on the special needs of black school children will also be included on this panel.

2. Information workshop on <u>understanding and manipulating the educational system</u>. Information about the structure of government bodies, and the workings of school systems, both formal and informal. What are the basic reforms to be effected? Who are the major actors or enablers for these specific changes? To eliminate racism in education, group will be encouraged to choose 8 or 10 areas in which to move, identify targets requiring strategy for reform, outlining what can be done in both the short and the long haul. Overall material describing major reforms needed at both federal and state level rather than local boards of education (emasculation of Guidelines in South). Stress on the skills needed by local school board members to effect changes possible at that level, with special attention to the problems of Negro faculty and school administrators during the processes of desegregation, integration and consolidation. Understanding how to get what you want from the other side. New roles for board members, including contacts with Negro contractors so black community can share in the economic pie. Formation of power bases in order to influence the system, on the local level, statewide and nationally.

Materials: background paper prepared for this session. Other relevant articles, papers, etc.

Faculty: Resource panel and trainer. Top staff professional of U.S. Civil Rights Commission, top public-school administrator, university specialist in urban affairs. Resource persons on Southern school systems, inner city community organizers, experienced school board members, government education specialists.

9:30 P.M. Informal sessions

Entertainment

SUNDAY, February 2

Morning and Afternoon — Skill Development Workshops, followed by General Session Conference Evaluation and Follow-Up.

9:00 A.M.-12:30 P.M. — Optional Skill Development Workshops.

Each participant will choose to attend three out of seven skill workshops offered. Each workshop will take 1-1/2 hours on the following schedule:

9:00-10:30 A.M.	Break
11:00-12:30 P.M.	Lunch 12:30-1:30
1:30- 3:00 P.M.	Break

1. Negotiation. Theme of workshop will be that black board members develop skill of negotiating at two levels: a) with school board members for black community (or conversely with black community for the school board); and 2) in collective bargaining with teachers. Resource: SEDFRE how-to manual on negotiations, already available, plus more specific guidelines keyed to school-board matters.

2. Public Relations and the Press. How to use the press, radio and TV effectively to bring views and interests of black parents, teachers and students into wide circulation -- both in the black community and the total community. Press conference techniques; the use of well-prepared releases and background papers; appearances on radio and TV. Board of Education business and the press: when to have open meetings and why, when secrecy is justified. Board Unity versus black unity. Resource: SEDFRE manual in preparation to be made available to workshop participants, or mailed in follow-up period.

3. Community Relations. Who are you talking to and how do you best get your message across? Public speaking; functioning in a meeting; visiting teachers, students, administrators in schools; opening lines of communication into the black community; developing a network of aides to increase two-way communication between the black board member and the total educational establishment and white community. Resources: possible guidelines to be assigned for preparation by outside expert.

4. Research. Workshop will introduce data collection, listening, intelligence-gathering. Will feature presentation on legal research for board members. Broad distinction will be made between information-gathering activities as carried out for data available from a) black community, and b) white community. How to develop a network of informants. Building a team for the black school board member. What regional, national resources may be tapped to assist the black school board member (local university or college, bar or professional education associations, black coalition information bank, NASB black caucus pool, SEDFRE technical assistance program, etc.). Resources and materials: directory of resources, legal compilation.

5. Board Meetings. Relations between the black board member and other members of the board. Parliamentary procedures: how to function effectively in a meeting. Committee functions. Board meetings and lines of communication with the community. Resource: Best available materials.

6. Campaigning. How to organize the community for political action, run a successful campaign for school board membership. Unifying the black community behind a single candidate; defining broad issues to appeal to white voters as well. Materials: SEDFRE how-to manual on political strength now being revised. Specific guidelines on campaigning for school board office may be drawn up.

7. Workshop-Education Techniques. How to set up a regional conference for newly elected school-board members -- taught as a broad introduction to the generally applicable techniques to leadership training and group education. Resource: SEDFRE to draw up guidelines for eventual use in a Conference Planning Kit. Basic material already in hand, to be adapted.

3:00-3:15 P.M.	Break
3:15-5:00 P.M.	General Session on conference evaluation and follow-up planning.
5:00-6:30 P.M.	Packing
6:30 P.M.	Supper